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ABSTRACT

Designed to be incorporated into career exploration programs in grades 6-9, this nontraditional occupations unit is a component in the Think Nontraditional Series curriculum and is prepared in a competency-based format. The reading level is approximately seventh grade. A course introduction section contains description and purpose of the curriculum package, listings of required materials (teacher references and audiovisual materials) and equipment, and the program master sequence. The next section is a discussion of program organization. Contents include a discussion of competency-based vocational education, instructions for use of the instructor's manual, ideas for addressing students with special needs, an overview of equal opportunity legislation, and an overview of a practical arts program. The third section is the instructor's guide to learning activities. It contains materials for the three modules corresponding to the three task assignment sheets on defining masculine/feminine, comparing traditional and nontraditional roles, and exploring nontraditional careers. Each module contains an instructor's guide sheet (objectives; attitudes and values to be developed; contents of task assignment sheet; checkout activities; listings of supplemental exercises, references, audiovisual materials; notes and suggestions for instruction); introductory activities; learning activities; answer keys; transparency masters; study guides; checkout activities; and the instructor's final checklist. (YLB)

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Practical Arts
INSTRUCTOR'S MANUAL

TNT: Nontraditional Occupations

COMPETENCY- BASED VOCATIONAL EDUCATION

Sex Equity & Life Development Component
for
Practical Arts & Career Exploration
(Grades 6-9)

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NONTRADITIONAL OCCUPATIONS

A Curriculum Effort in the Area of

EQUAL EDUCATIONAL OPPORTUNITY

for

Practical Arts and Other Career Exploration Programs

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TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS.. iv

COURSE INTRODUCTION.. 1

DESCRIPTION AND PURPOSE.................................... 3

MATERIALS NEEDED... 4

EQUIPMENT NEEDED... 5

PROGRAM MASTER SEQUENCE.................................... 5

PROGRAM ORGANIZATION... 7

THE CBVE INSTRUCTIONAL SYSTEM.............................. 9

ADDRESSING STUDENTS WITH SPECIAL NEEDS..................... 12

OVERVIEW OF EQUAL OPPORTUNITY LEGISLATION.................. 20

OVERVIEW OF THE PRACTICAL ARTS PROGRAM..................... 24

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES.................... 25

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COURSE INTRODUCTION

DESCRIPTION AND PURPOSE

MATERIALS NEEDED

EQUIPMENT NEEDED

PROGRAM MASTER SEQUENCE

DESCRIPTION AND PURPOSE

Description

The NONTRADITIONAL OCCUPATIONS unit consists of three task assignment sheets:

PA-TNT-1, DEFINING MASCULINE/FEMININE

- --What is masculine/feminine?
- --Why is there masculine/feminine?
- --How do you know what is masculine or feminine? What influences your choice?

PA-TNT-2, COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

- --Life and work roles today.
- --Traditional and nontraditional life styles.

PA-TNT-3, EXPLORING NONTRADITIONAL CAREERS

- --Trying out a nontraditional career as a part of the exploratory experience.
- --Feelings and relationships involved in being a nontraditional worker.

The materials are designed to be incorporated into career exploration programs in grades 6-9. The reading level is approximately 7th grade. This unit is a component in the Think Nontraditional Series curriculum and is prepared in competency-based format.

Purpose

The curriculum package is designed to help students understand what influences their concepts of masculinity and femininity, the demands of life and work on men and women today, and the advantages and disadvantages of pursuing a nontraditional career. They focus on the impact of changing roles on career choice.

The main purpose of the curriculum package is to assure that students are aware of all options open to them and that occupational choice is not limited by sex bias and stereotyping.

Injecting the Materials into the Practical Arts or Career Exploration Program

The unit should be taught at the beginning of the course, prior to the student's selection of careers to explore. This will enable students to take advantage of the opportunity to try out nontraditional careers as a part of their exploration experience. It can be a very appropriate part of the orientation to the course.

MATERIALS NEEDED

Teacher References

1. Pioneering Programs in Sex Equity: a Teacher's Guide by Smith and Farris, 1980 ($6, Order No. 10180). The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, Virginia 22201.
2. Women at Work by Sharon Valiant. Office for Equal Access in Vocational Education, 225 W. State Street, P.O. Box 2019, Trenton, NS 08625.

Audio-Visual Materials*

Films:

"The Fable of He and She" (16mm, color, 11 minutes) produced by Learning Corporation of America.

"All About Eve" (15 minutes, 16mm.) produced by University of Houston, Institute of Labor and Industrial Relations.

Filmstrips:

"Masculinity Series." Produced by Prentice-Hall Media.

"American Man: Tradition and Change." Produced by Butterick Publishing Company.

Slide/Tape Presentations:

"Hey, What Are Your Plans for the Next 60 Years?" Produced by Project Open Door.

"Nontraditional Careers: Training and Employment Opportunities." Prepared by Dr. C. B. Stiegler, Northern Kentucky University.

Videotapes:

"TNT (Try Nontraditional)" -- nontraditional training and jobs for females.

"TNT (Try Nontraditional)" -- nontraditional training and jobs for males, (being developed during the 1982-83 school year).

"Working Equal."

*Note: All audio-visual materials are available on a free-loan basis from: Bettie Tipton, Director, Unit for Sex Equity, 20th floor, Capital Plaza Tower, Frankfort, Kentucky 40601.

EQUIPMENT NEEDED

(This will depend upon audio-visual materials selected.)

--16mm film projector
--Filmstrip projector with tape player
--Slide-tape projector or rear-screen projector
--Video-tape player and television set

PROGRAM MASTER SEQUENCE

Practical Arts (TNT): Nontraditional Occupations

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
PA-TNT-1	Defining Masculine/Feminine	5-997	*	*
PA-TNT-2	Comparing Traditional and Nontraditional Roles	5-998	*	*
PA-TNT-3	Exploring Nontraditional Careers	5-999	*	*
PA-TNT	Instructor's Manual TNT: Nontraditional Occupations	5-616	*	*

*An asterisk (*) in the module, slide, or tape column indicates that no materials were developed for that particular item.

PROGRAM ORGANIZATION

THE CBVE INSTRUCTIONAL SYSTEM

ADDRESSING STUDENTS WITH SPECIAL NEEDS

OVERVIEW OF EQUAL OPPORTUNITY LEGISLATION

OVERVIEW OF THE PRACTICAL ARTS PROGRAM

THE CBVE INSTRUCTIONAL SYSTEM

Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE task assignment sheets.

CBVE is based on the concept of competencies. The instructional system incorporates (1) the competencies for specific occupations built around worker tasks; (2) performance objectives; and (3) the specified minimum standards of performance required for entry-level jobs. The performance objectives include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform. The learning activities are directly related to job skills.

In addition to competency development, the materials address (1) readability; (2) variety of learning activities; (3) elimination of sex stereotyping; and (4) curriculum modification for disadvantaged and handicapped students.

The Curriculum Unit, which develops and implements competency-based instructional materials, is located in the Kentucky Department of Education, Office of Research and Planning, 1912 Capital Plaza Tower, Frankfort, KY 40601.

In addition, each vocational region has a CBVE Contact Person to assist with implementation. Any problems or concerns about your CBVE program should be discussed with your Regional Contact Person.

Each teacher is to receive inservice involving how to conduct a competency-based program and utilize competency-based materials prior to implementation. In addition, Inservice Education modules are available as references, giving detailed suggestions for setting up and managing a CBVE program.

Using the Instructor's Manual

This instructor's manual is divided into three sections: course introduction, program organization, and an instructor's guide to learning activities.

The Instructor's Guide to Learning Activities is the heart of this manual. It contains a brief listing of the contents of each module with suggestions for their use. Removing the guide sheets and filing them with the corresponding task assignment sheets will give the instructor the complete materials for lesson planning in one place.

Format is consistent throughout all task assignment sheets. Each contains the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

Instruction Sheets - may be job sheets, information sheets, etc., that provide the student with important information or practice.

Student Self-Checks - brief, objective tests that serve as progress checks for the student; usually cover the cognitive information presented in the module.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activity - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in the task assignment sheets in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; activities for disadvantaged and handicapped students; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. A supply of all master copies the instructor elects to use should be made in advance and filed with the task assignment sheets or placed in a file for ready use.

Supplementals are pages that the student needs that are not contained within the task assignment sheets. These are usually the check-out tests, but they may also be other materials which are supplemental to the actual module. Supplementals should also be filed separately and kept by the teacher. They should be accessible to the students at the appropriate time.

The Instructor's Final Checklist is another page in the task assignment sheet packet that should not be written on. You may want to make additional copies of it to place in students' folders as they complete the task assignment sheets. (A master copy is provided in the Instructor's Guide Sheets of the manual.)

Managing a CBVE Program

Managing a CBVE program is no easy task. However, if time and care are taken in setting up the program, it can be managed with a minimum of difficulty. The important thing is to implement a system that will work in your classroom, and then carry it through consistently. For example, you will want to establish some procedures for the storage and use of modules, student folders, reference books, slide-tape presentations, audio-visual equipment, etc. Refer to Module IE-8, "Managing a CBVE Program" for specific suggestions.

As with any change or innovation in classroom procedure, students will be more receptive to CBVE if you spend time orienting them to the new way of doing things. When you first implement your program, set aside a day or two to familiarize students with the modules or task assignment sheets and the accompanying media. Demonstrate the proper use of the audio-visual equipment. Familiarize students with your management system, i.e., where to obtain modules or assignment sheets and return them when completed, where to file check-out activities, etc. Remember that your enthusiasm about CBVE is catching! If students see that you believe in CBVE, they will much more likely accept and use it. Don't forget to orient additional students who come into your program later in the year. (For more suggestions, see Module IE-8, "Managing a CBVE Program.")

Since student demonstration of competency in a task is an essential concept in CBVE, the modules or task assignment sheets have been designed for individualized instruction. This does not mean that material cannot occasionally be presented in large or small group settings. Some lessons, such as safety, might best be presented to the whole class, but students must individually demonstrate their knowledge of safety procedures and practices. In some programs, small group discussion may facilitate the understanding of some concept, or a team of three to four students might work together on some project. When checking out, however, each student must be able to demonstrate his/her competence in performing each task. (See Module IE-8 for additional suggestions.)

Teachers often ask about grading students. There is no easy solution to the problem of grading in a competency-based program. Some suggestions are given in Module IE-7, "Evaluating Students and Keeping Progress Records." The primary basis for grading is student performance on the Instructor's Final Checklist. You must devise a system of assigning grades. (See IE-7, "Evaluating Students and Keeping Progress Records.")

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competencies. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activities--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) who are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the modules, where to find materials, how and when tests will be given, how "passing" or achieving competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the modules may become the teacher's lesson plan and be utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed by module or cluster of modules, explanation of what is to be learned and why, presentation of information in small chunks, demonstrations, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the students for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe (Olympus Publishing Company, Salt Lake City, Utah 84105), for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape presentations, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

Note: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by the teacher, experienced workers, and previously-trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." "The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. ______ was no good; neither is his son." "She can never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped persons often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf, does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (a person with a like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations, worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES, PROBLEM SOLVING, PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, and at best, onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help achieve faster comprehension and understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, the speech impaired, the learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be given the right to listen although they may have trouble participating, or may not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find that providing reading aids also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that the equipment is running.

Note: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify persons who serve the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

OVERVIEW OF EQUAL OPPORTUNITY LEGISLATION*

As a provider of career exploration experiences, you need to be familiar with the legislation which guarantees equal rights in education and employment. This legislation is summarized on the pages which follow. Being familiar with these laws will assist you in helping students take full advantage of the opportunities available to them.

As you read the materials, please notice that the laws really apply to all people--both men and women of various ethnic, racial, and religious backgrounds --not just women.

Equal Pay Act of 1963. This act, the first piece of federal legislation forbidding sex discrimination in employment, is an extension of the Fair Labor Standards Act. It was designed to prevent sex discrimination in the payment of wages. The act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts.

Title VII of the Civil Rights Act of 1964. This act makes it illegal for private employers, labor unions, employment agencies, state and local governments, and employees of educational institutions to discriminate on the basis of race, color, religion, sex, or national origin. It is unlawful to discriminate in:

--recruitment, hiring, firing, layoff, recall.
--wages, conditions or privileges of employment.
--classification, assignment, or promotion.
--use of facilities.
--apprenticeship training or retraining.
--application of referral procedures.
--sick leave and pay.
--overtime work and pay.
--insurance coverage.
--retirement privileges.
--printing, publishing, or circulating advertisement relating to employment.
--promotion opportunities.

Executive Order 11246. This order prohibits employment discrimination based on sex, as well as on race, color, religion, or national origin, by federal contractors or subcontractors. The order covers employers with a federal contract of more than $10,000 and does not exempt specific kinds of employment or employees. Unlawful practices include discrimination in recruiting or recruitment advertising; hiring, upgrading, demotion, or transfer; layoff or termination; rates of pay or other compensation; and selection for transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. Regulations have been ordered which required hiring women in all construction craft jobs--3.1% of the work crews in each craft by 1979, 5% by 1980, and 6.9% by 1981. Companies and unions which run federally registered apprenticeship programs in these crafts have to enroll women at the rate equal to half their percentage of the general work force in any area--about 20% for most entering classes.

Revised Order No. 4. This order requires contractors with 50 or more employees and a contract of $50,000 or more to take affirmative action in the employment of minorities in job categories where they have been underutilized. The order requires similar goals and timetables for women as well as minorities. In brief, the order requires affirmative action programs to have the following: (1) A self-analysis of deficiencies in compliance, (2) corrective action to remedy deficiencies, (3) goals and timetables where numbers/percentages are relevant to correct situation, (4) development or reaffirmation of an equal opportunity policy, (5) dissemination of policy throughout community, (6) report system to measure program effectiveness, and (7) a procedure for getting support from local groups to improve employment opportunities for minorities and women.

Titles VII and VIII of the Public Health Services Act. These titles forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected are those receiving financial assistance under the Public Health Services Act. Teachers and employers who work with students covered by this Act are also covered.

Title VII of the Civil Rights Act of 1964. As amended by the Equal Employment Opportunity Act of 1972, this title prohibits discrimination in the employment of personnel on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including state and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

Equal Pay Act of 1963, Amended by the Education Amendments of 1972. This amendment prohibits sex discrimination in salaries and fringe benefits. It covers all employees of educational institutions--professional, executive, and administrative positions.

Title IX of the 1972 Education Amendments Act. Title IX prohibits sex discrimination in all federally-assisted education programs. Specifically, discrimination is forbidden in employment practices and policies concerning access to employment, hiring and promotion, compensation, and job assignments. Title IX is enforced by the Wage and Hour Division of the Employment Standards Administration of the Department of Labor. Reviews can be conducted without prior complaint, and the complaint procedures are very informal. The Wage and Hour Division will investigate an establishment on the basis of a letter or even a telephone call, and it does not reveal the name of the complainant to the employer unless permission is given by the complainant.

Title IX also forbids discrimination on the basis of sex in virtually all areas of student life--admissions, course offerings, activities, financial aid, health financial assistance, dress, conduct, marital and parental status, provision services, sports, testing, differential rules and regulations of school facilities, counseling programs and techniques, etc. If a particular class or course of study has a substantially disproportionate number of individuals of one sex, the school must take action to assure that this disproportion is not the result of sex discrimination by either administrators, teachers, or counselors. Nothing in this regulation requires or prohibits the use of particular textbooks or curricular materials.

Also under the provisions of Title IX, every state is required to develop policy statements for Title IX compliance, to designate a state coordinator of compliance efforts, to develop a grievance procedure for handling discrimination complaints by employees and by students, and to complete a full self-evaluatio.

Women's Educational Equity Act of 1974. Designed as part of the Education Amendments of 1974, this Act was passed to provide educational equity for women in the United States. Under this Act, the Commissioner is authorized to give grants to or to enter into contracts with agencies/organizations/individuals for activities designed to carry out the purposes of the law at all levels of education--preschool, elementary/secondary, higher education, and adult education. Activities included are the development/evaluation/dissemination of curriculum, textbooks, and other materials concerning educational equity; preservice and inservice training for personnel with special emphasis on programs to provide education equity; research and development activities designed to advance educational equity; guidance and counseling designed to assure educational equity, etc.

Nothing in this law prohibits men from participating in any programs or activities. The act establishes in the U. S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 people appointed by the President--by and with the advice and consent of the Senate. The Act is administered by the Women's Program Staff, Office of the Commissioner, U. S. Office of Education.

Title II, Education Amendments of 1976. This law extends and revises the Vocational Education Act of 1963, the Higher Education Act of 1965, Title IX of the Education Amendments Act of 1972, and certain other federal education programs. The amendments are far reaching; therefore, only selected provisions impacting on national, state, and local programs to help diminish the sex bias specifically in vocational education programs are outlined in the following points:

1. At the national level, the Commissioner of Education was required to conduct an investigation of the extent to which sex discrimination and stereotyping exists in all vocational education programs assisted under the Vocational Education Act. The Commissioner of Education, along with the National Center for Educational Statistics, must develop a national vocational education data reporting system--including school enrollments by race and sex. The Commissioner is authorized to use five percent of funds available under the authorization for state grants for contracts for various types of research and development of model programs, including those aimed at overcoming problems of sex stereotyping and bias in curriculum, guidance/testing materials, staff and teachers attitudes/behavior. And, women who are knowledgeable about sex discrimination problems in job hunting and employment are required to be appointed to National Advisory Councils and State Advisory Councils on Vocational Education.

2. At the state level, five-year and annual plans regarding use of federal funds must detail state policies/procedures to assure equal access to programs by women and men. States must designate some full-time personnel to assist the state board or vocational education agency in eliminating sex bias in programs. A minimum of $50,000 is to be spent for this purpose. Funds granted under the state's basic block grant may be used to provide counseling and job placement services for women who enter nontraditional training programs. States must spend a minimum of twenty percent of available funds on guidance programs which may include vocational resource centers to assist individuals out of school, seeking second careers, or entering the job market late in life, and for guidance counselors on nonsexist counseling and changing work patterns of women.

   States have discretion to use funds to develop nonsexist curriculum. Contracts may also be awarded to review and revise experimental curriculum for sex role stereotyping. States may also use their block grants for vocational programs for adult women, to award research contracts for exemplary and innovative projects which give priority to overcoming sex stereotyping and bias in vocational education, for support services designed to enable teachers to meet the needs of individuals enrolled in nontraditional job training programs, and to develop curriculum materials which deal with opportunities laws--the changing career patterns of women and men.

3. Each vocational education institution is mandated to provide counseling and job placement services for nontraditional students. In each institutional setting, teaching strategies and resource materials have to reflect sex fair vocational education philosophies. Efforts must be made to reduce sex stereotyping--by educational personnel, students, parents, community, employers, etc. Guidance and testing materials have to be designed to overcome sex bias in programs. And, exemplary and innovative projects are to be developed to provide support for nontraditional students, to give priority to reducing sex stereotyping, and to provide inservice training for teachers/staff in the elimination of sex bias in educational programs.

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*Material other than the introductory paragraph reprinted from: C.B. Stiegler, How to...Strategies for Sex Equity (Frankfort: Bureau of Vocational Education, Department of Education, Spring 1980), pp. 50-57.

OVERVIEW OF THE PRACTICAL ARTS PROGRAM

The purpose of a Practical Arts Education program is to broaden the experiences of middle/junior high students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains:

(1) Cognitive: Students shall survey the content of the occupational cluster(s). This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster(s).

(2) Psychomotor: Students shall have, in each cluster, experiences or tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(3) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and his/her future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor (activities, experiences, or tasks) aspect of the Practical Arts program. This curriculum package will help specifically in the psychomotor aspect. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources.

INSTRUCTOR'S GUIDE

TO

LEARNING ACTIVITIES

Instructor's Guide Sheets

Master Copies of Perishable Student Self-Checks,

Information Sheets, Exercises, Games, Etc.

Introductory Activities, Supplementary Activities,
and Transparency Masters

Master Copies of the Instructor's Final Checklist

Master Copies of the Check-Out Activity Sheets

Answer Keys for Check-Out Activity Sheets

DEFINING MASCULINE/FEMININE

OBJECTIVES

(1) GIVEN a matching test of terms and definitions,

MATCH THE TERMS--MASCULINE, FEMININE, STEREOTYPED, SEX BIAS, ROLE, AND SEX FAIR--WITH THE CORRECT DEFINITIONS.

YOU SHOULD match at least four correctly.

(2) GIVEN ten statements made in everyday conversations, on television, and in newspapers and magazines,

INDICATE WHETHER THE STATEMENTS ARE SEX FAIR OR SEX BIASED OR STEREOTYPED.

YOU SHOULD indicate at least eight of the ten statements correctly.

ATTITUDES AND VALUES TO BE DEVELOPED (AFFECTIVE DOMAIN):

--Students will become aware of their feelings and attitudes concerning sex roles, stereotyping, and bias.

--Students will recognize, expect, and practice sex fair treatment.

CONTENTS OF TASK ASSIGNMENT SHEET

	Learning Activity Number
Instruction Sheet	
I MASCULINE OR FEMININE?	1
Student Self-Check	
I MASCULINE OR FEMININE?	2
Instructor's Final Checklist	
DEFINING MASCULINE/FEMININE	6

CHECK-OUT ACTIVITIES

(1) Your instructor will provide a matching test of terms and definitions. Match each term with its correct definition.

(2) Your instructor will provide a list of statements made in everyday conversations, on television, and in newspapers and magazines. Indicate whether the statements are sex fair or sex biased or stereotyped.

SUPPLEMENTAL EXERCISES

WHICH WORDS BEST DESCRIBE WHAT MEN AND WOMEN ARE LIKE?. . 3

TODAY'S LANGUAGE. 4

TV EQUITY--STUDY GUIDE. 5

CHECK-OUT ACTIVITY I and II 6

REFERENCE (Teacher)

Pioneering Programs in Sex Equity: A Teacher's Guide by Smith and Farris, 1980 ($6, Order No. 10180). The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, Virginia 22201.	(INTRODUCTION) (LA 1, 4)

AUDIO-VISUAL MATERIALS

Filmstrip:

Filmstrip No. 2: "Masculine or Feminine," Masculinity Series, Prentice-Hall Media. Available for free loan from the Resource Bank, Department of Education, 19th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601.	(LA 1, 3)

Film:

"The Fable of He and She" (16 mm, color, 11 min.) produced by Learning Corporation of America. Free loan from Director, Unit for Sex Equity, 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601.	(LA 1)

DEFINING MASCULINE/FEMININE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	As a part of your preparation for teaching this unit, determine whether your teaching behaviors are sex fair and whether you expand or restrict a student's outlook.	REFERENCE *Pioneering Programs in Sex Equity: A Teacher's Guide*, pp. 10-12, 13-15.	
	Establish an atmosphere for the study of what is masculine and what is feminine by:		
	a. Playing, at the beginning of class, background music which expresses traditional and nontraditional viewpoints of what is masculine, feminine, and sex fair. Follow by asking students how the lyrics impress their views of how men and women should be.	--See list of recordings in this manual.	
	b. Having students interpret a riddle or story, the results of which reveal how their thinking is influenced by sex bias and stereotyping.	--Copies of the AUTO ACCIDENT RIDDLE or THE JIM AND JULIE STORY. (Master copies are provided in this section.)	
	c. Having students classify things as masculine or feminine. (Do not label answers as right or wrong; but add reasons why, when differences of opinion arise or students want to know why.)	--A collection of articles that contains items definitely associated with each sex, items used by either or both sexes, and things that are neither masculine or feminine. FILMSTRIP	
	d. Brainstorming with students about how	*Masculinity Series*, Filmstrip No. 2: "Masculine or Feminine?"	

DEFINING MASCULINE/FEMININE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	boys and girls are treated differently and expected to behave differently.		
1	Read Instruction Sheet I with students, giving additional examples, if needed, or letting students give examples from their own experiences. AND/OR Show a film which shows how roles are established and changed.	Instruction Sheet I, MASCULINE OR FEMININE? FILM "The Fable of He and She."	
2	Student Self-Check	Student Self-Check I, MASCULINE OR FEMININE?	
3	This exercise may be used for small group activity by having (1) a group of girls check the characteristics which they think best describe men; (2) a group of boys check the words they think best describe women; (3) a mixed group check women's characteristics; and (4) a mixed group check men's characteristics. Compare the results. Note: Assist students with word meanings. Refer also to the filmstrip suggested as one of the introductory activities.	--Copies of the exercise WHICH WORDS BEST DESCRIBE WHAT MEN AND WOMEN ARE LIKE? (A Master Copy is provided in this section.)	

DEFINING MASCULINE/FEMININE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Prepare students for this activity by giving them examples of how different adjectives are used to describe the same qualities in men and women. You may wish to use the words in Transparencies 1 and 2, "Because of Sexism in Language," as a vocabulary exercise.	--Copies of the exercise TODAY'S LANGUAGE. (A Master Copy is provided in this section along with an ANSWER KEY.) TRANSPARENCIES (1 and 2) Because of Sexism in Language (3) Postman/Housewife (4) Caution Men Working (Master copies are provided in this section.) REFERENCE Pioneering Programs in Sex Equity: A Teacher's Guide, pp. 17-22.	
5	Divide the class into three groups. Have one group watch television, one scan the newspaper, and one scan popular magazines. Ask each group to share its findings with the class. Follow up by having the students relate evidence that shows how people they know, especially young children, are influenced in their roles by television, magazines, and newspapers.	--Copies of the TV EQUITY--STUDY GUIDE. (A Master Copy is provided in this section.) --Collection of magazines and newspapers from which to cut ads, articles, and headlines. --Posterboard --Scissors --Glue --Marking pens	
6	Objective (1): Provide each student with a copy of the CHECK-OUT ACTIVITY I test. Use the ANSWER KEY to check each student's answers.	--Copies of CHECK-OUT ACTIVITY I, MATCHING TERMS AND DEFINITIONS. (A Master Copy is provided in this section.)	

DEFINING MASCULINE/FEMININE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Objective (2):		
	Provide each student with a copy of CHECK-OUT ACTIVITY II test. Use the ANSWER KEY to check each student's answers.	--Copies of CHECK-OUT ACTIVITY II, IDENTIFYING SEX FAIR, SEX BIASED, AND STEREOTYPED STATEMENTS. (A Master Copy is provided in this section.)	
	Use the Instructor's Final Checklist to evaluate each student.	--Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section.)	

33

RECORDINGS*

1. **Expressing Nontraditional Viewpoints:**

   --"Free to Be You and Me," Marlo Thomas and Friends, ABC Records.

   --"I Am Woman," Helen Reddy's Greatest Hits, Helen Reddy Capitol Records.

   --"I Know We Can Make It," The Pointer Sisters, Pointer Sisters, ABC Records.

   --"I'm Gonna Be an Engineer," Moment to Moment, Peggy Seeger, Rounder Records.

   --"It's Up to You," Born Late, Shaun Cassidy, Warner Brothers Records.

   --"Theme from Mahagony," Soundtrack from Mahagony, Dianna Ross, Motown Records, Inc.

   --"We Are Family," Sister Sledge, Sister Sledge.

   --"Obla-di, Obla-da," White Album, The Beatles.

   --"Modern Girl," Sheena Easton.

2. **Expressing Biased Viewpoints:**

   --"I Love the Women," "Macho Man," "YMCA"; Village People--Cruisin, Village People.

   --"If a Girl Isn't Pretty," Soundtrack from Funny Girl, Jean Stapleton, RCA Records, Inc.

   --"Nine to Five," Dolly Parton.

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*Adapted from a list given in: Susan Riley, A Fair Shot/An Equal Chance (Billerica, Massachusetts: Shawsheen Valley Regional Vocational-Technical High School, 1980), pp. 65-66.

AUTO ACCIDENT RIDDLE*

"A man and his son are in a serious auto accident. The father is killed, and the son is rushed to a nearby hospital and prepared for emergency surgery. The surgeon in charge examines the boy and exclaims in horror, 'I can't operate on this boy; he's my son.' How is it possible for the boy to be both the son of the dead man and the son of the doctor?"

1. Possible Answers:

   a. The boy is the adopted son of the doctor.
   b. The doctor is a woman and, therefore, the mother of the boy.

2. Influences to Point Out:

   a. Most people are influenced by sex bias and stereotyping and will invariably identify the doctor as a man.
   b. Stereotyped thinking effects people and their lives. What are some effects?

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*Lilla Holsy and Mille Huff, Promoting Sex Equity in Vocational Education: What is Sex Bias? (North Carolina: Division of Vocational Education, North Carolina Department of Public Instruction, 1980), p. 9.

THE JIM AND JULIE STORY*

Directions: Read the following story about a set of twins. On the next page are some questions about the twins. Answer these questions. There are no right or wrong answers.

****

Jim and Julie are twins. This is a story about a day in their lives. Jim and Julie are called to get up for school. One twin gets up right away and gets dressed. The other twin is called two more times and then gets out of bed. One twin makes the bed. Both twins are now in the kitchen. One twin gets the cereal out for breakfast. The twins eat breakfast and one twin helps clear the table. One twin went to brush his or her teeth. One twin missed the bus and rode a bike to school. One twin bought lunch tickets and took some of them to the other twin.

It was time for school to start. One twin was wandering around the room until reminded to sit down. The other twin sat down immediately. The first thing they did was have a spelling test. One twin spelled all the words right. The other twin didn't. Next, the class went to music. One twin didn't like music and was slow to line up. When they got back from music, it was time for math. Both twins liked math, but one got better grades. Next, the twins had social studies. They were studying Africa. Their parents had visited several countries, and one of the twins had brought an African mask to show the class. Just before lunch, one of the twins noticed that the fish in the aquarium hadn't been fed and fed them. The class was dismissed for lunch, and one twin ran down the hall to the cafeteria. After lunch the class went out for recess. One of the twins talked to friends during recess. One twin ripped a coat during recess. After recess the class had a story. A twin was drawing during the story. Next was science. One of the twins had prepared a science experiment to show the class. Then the class had a test. One of the twins hadn't studied and copied the answers from a friend's paper. Reading was next, and one twin had an overdue book to return to the library. After reading, the twins went to P.E. with their class. One twin was late getting to P.E. It was time to go home now, and both twins got on the bus.

They both decided to go over to friends' houses to play after school. One twin called home to say where he/she was. When they got home, one of the twins started the math homework. Before dinner, the twins emptied the garbage, set the table, picked up toys in the family room, and helped with dinner. During dinner, one twin put both elbows on the table. After dinner one twin was supposed to wash dishes while the other dried. One twin had to be called back to the kitchen from watching TV. After the dishes were done, the twins went out to play. They played baseball with other kids in the neighborhood. One twin hit the ball and broke a window. The twins went and told the people the window would be paid for. The twin who broke the window was afraid of getting in trouble and didn't have money to pay for the window, so the twin took the money from their mother's purse. The twins watched TV until it was time to go to bed. When they were told to go to bed, one of the twins argued to stay up later.

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*From: "Works in a Box: Goodies by Teachers for Teachers," Portland, Oregon, as quoted by Carol O. Mayhew and Margaret Kinney, Resource Guide for Achieving Sex Equity in Vocational Education in Delaware (Dover, Delaware: Department of Public Instruction, 1981), activities section, pages not numbered.

QUESTIONS ABOUT THE TWINS*

Directions: Circle the name of the twin you think did the thing mentioned in each question.

1. Who got up right away?	Jim	Julie
2. Who made the bed?	Jim	Julie
3. Who got the cereal out?	Jim	Julie
4. Who helped clear the table?	Jim	Julie
5. Who brushed his/her teeth?	Jim	Julie
6. Who missed the bus?	Jim	Julie
7. Who bought lunch tickets?	Jim	Julie
8. Who wandered around the room?	Jim	Julie
9. Who spelled the words right?	Jim	Julie
10. Who didn't like music?	Jim	Julie
11. Who got better math grades?	Jim	Julie
12. Who brought the African mask?	Jim	Julie
13. Who fed the fish?	Jim	Julie
14. Who ran down the hall?	Jim	Julie
15. Who talked to friends during recess?	Jim	Julie
16. Who ripped the coat?	Jim	Julie
17. Who drew during the story?	Jim	Julie
18. Who had the science experiment?	Jim	Julie
19. Who copied answers in science?	Jim	Julie
20. Who had an overdue book?	Jim	Julie
21. Who was late for P.E.?	Jim	Julie
22. Who called home?	Jim	Julie
23. Who started the math homework?	Jim	Julie
24. Who emptied the garbage?	Jim	Julie
25. Who set the table?	Jim	Julie
26. Who picked up toys?	Jim	Julie
27. Who helped with dinner?	Jim	Julie
28. Who put his/her elbows on the table?	Jim	Julie
29. Who was watching TV?	Jim	Julie
30. Who washed the dishes?	Jim	Julie
31. Who broke the window?	Jim	Julie
32. Who took the money?	Jim	Julie
33. Who argued to stay up later?	Jim	Julie

Look again at your answers. Do you see any kind of pattern?

How would you describe Julie? Jim?

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*Ibid.

WHICH WORDS BEST DESCRIBE WHAT MEN AND WOMEN ARE LIKE?

Directions: Place a check (✓) by the words which best describe what women and men are like.

WOMEN	MEN		WOMEN	MEN	
____	____	1. Bold	____	____	11. Excitable
____	____	2. Gentle	____	____	12. Competitive
____	____	3. Independent	____	____	13. Not sure of self
____	____	4. Talky	____	____	14. Logical
____	____	5. Emotional	____	____	15. Homebody
____	____	6. Sensible	____	____	16. Adventurous
____	____	7. Neat	____	____	17. Makes decisions well
____	____	8. Gives in easily	____	____	18. Considerate
____	____	9. Quiet	____	____	19. Ambitious
____	____	10. Scientific	____	____	20. Good with children

Can the qualities above apply to both men and women?

Which of the qualities describes you?

TODAY'S LANGUAGE

Fair and equal treatment is a concern of our world today. The words we use and those used by others around us shape our thinking and influence our decisions about the characteristics of men and women. Some words, such as "mankind," tend to leave women out, make them disappear, do not recognize their achievements. Some words, such as "mothering," tend to imply that men do not do parenting. Other words, such as "girls" for women and "old man" for father, indicate lack of dignity or respect.

Directions: Rewrite the sentences below to make them sex fair.

1. Man invented the wheel.

   ____

2. A lady lawyer gave the address at graduation.

   ____

3. Jane Grayson is a fireman.

   ____

4. Ms. Bales and Smith are interviewing for the position.

   ____

5. Mrs. Jimmy Kurtz will serve as chairman of the drive.

   ____

6. I'll have my boy copy this for you.

   ____

7. This is a man-sized job.

   ____

8. Blond, hazel-eyed Sue Wilder won the groundskeeping award; Jim Brown won first prize for the garden.

   ____

   ____

9. Dear Sir or Madam:

   ____

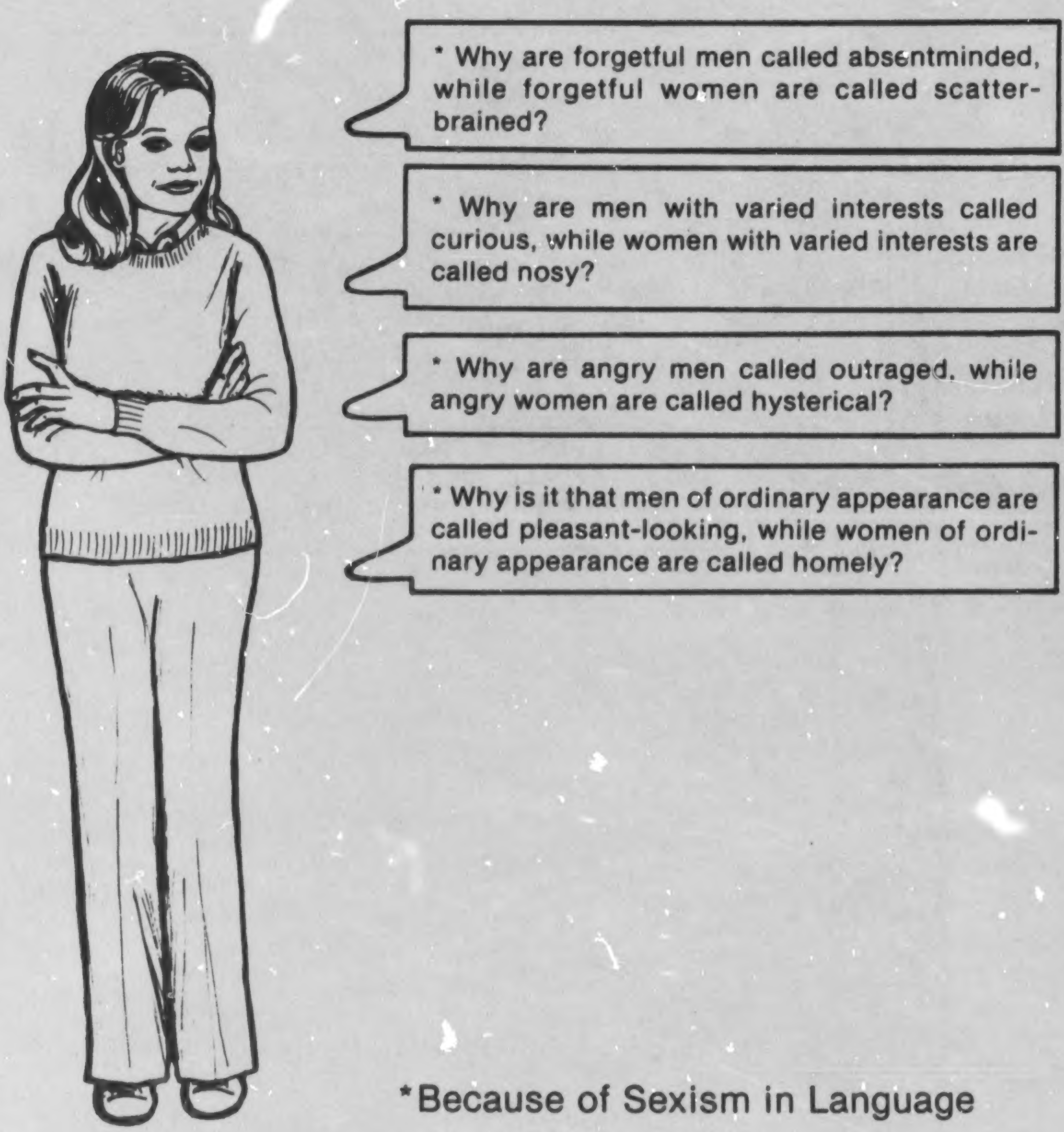
10. Jane is a housewife; John is a male nurse.

11. The pioneers moved west. They took their wives and children with them.

TODAY'S LANGUAGE

ANSWER KEY

1. (People, humans, men and women) invented the wheel.
2. A lawyer gave the address at graduation.
3. Jane Grayson is a firefighter.
4. (Jane Bales and John Smith; Bales and Smith; or Mrs. Bales and Mr. Smith) are interviewing for the position.
5. Jane Kurtz will serve as chairperson of the drive.
6. I'll have my (secretary, assistant) copy this for you.
7. This is a (big, important) job.
8. Sue Wilder won the groundskeeping award; James Brown won first prize for the best garden.
9. Dear Teacher, Colleagues, Friends, Supplier, Producer.
10. Jane is a homemaker; John is a nurse.
11. (Pioneer men and women or pioneer families) moved west.

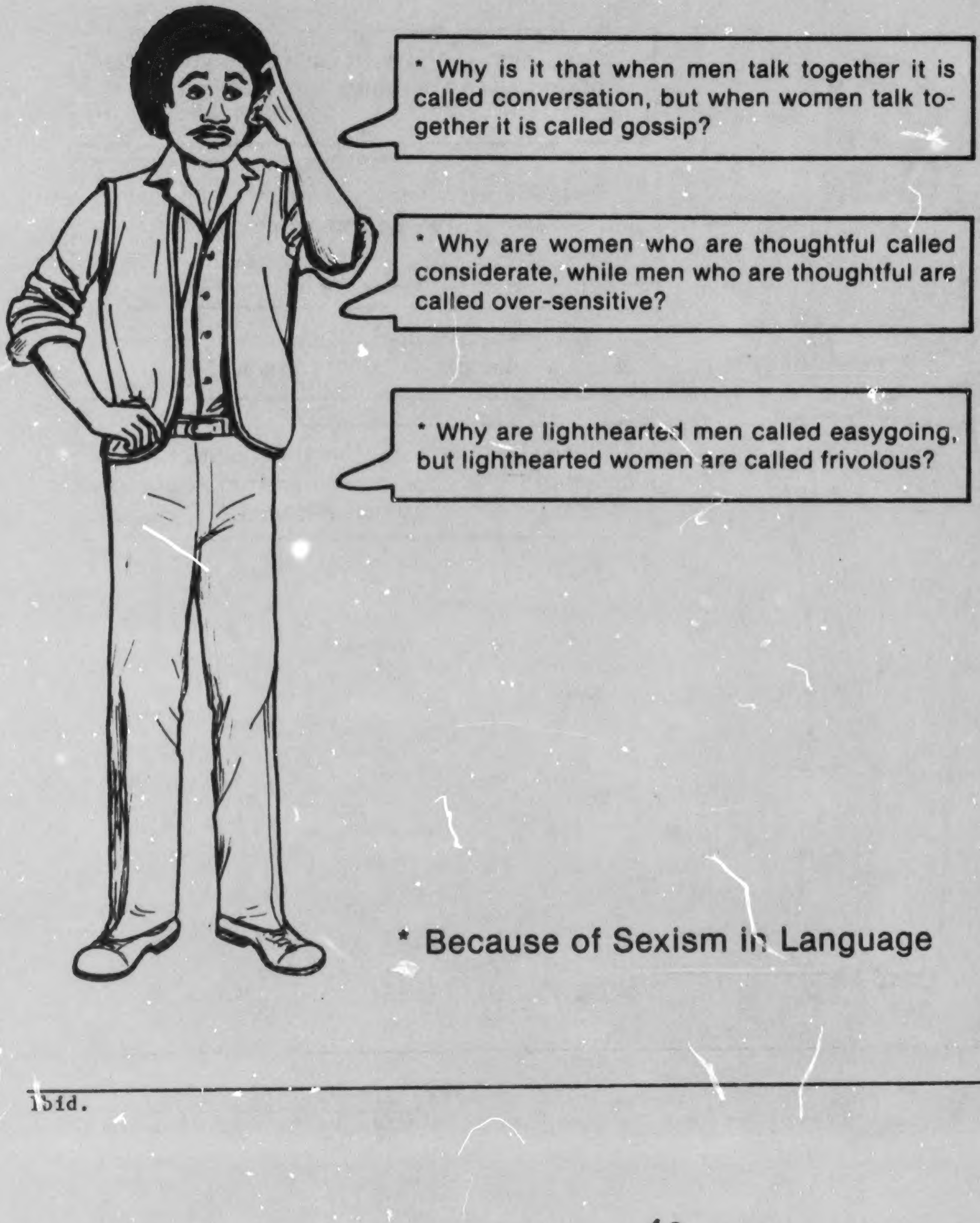

* Why are forgetful men called absentminded, while forgetful women are called scatterbrained?
* Why are men with varied interests called curious, while women with varied interests are called nosy?
* Why are angry men called outraged, while angry women are called hysterical?
* Why is it that men of ordinary appearance are called pleasant-looking, while women of ordinary appearance are called homely?

*Because of Sexism in Language

Source: Adapted from Project Awareness, Creating Awareness in Sex Equity: An Instructional Unit in Sex Equity (Columbia, Missouri: University of Missouri, not dated), pp. 13-15.

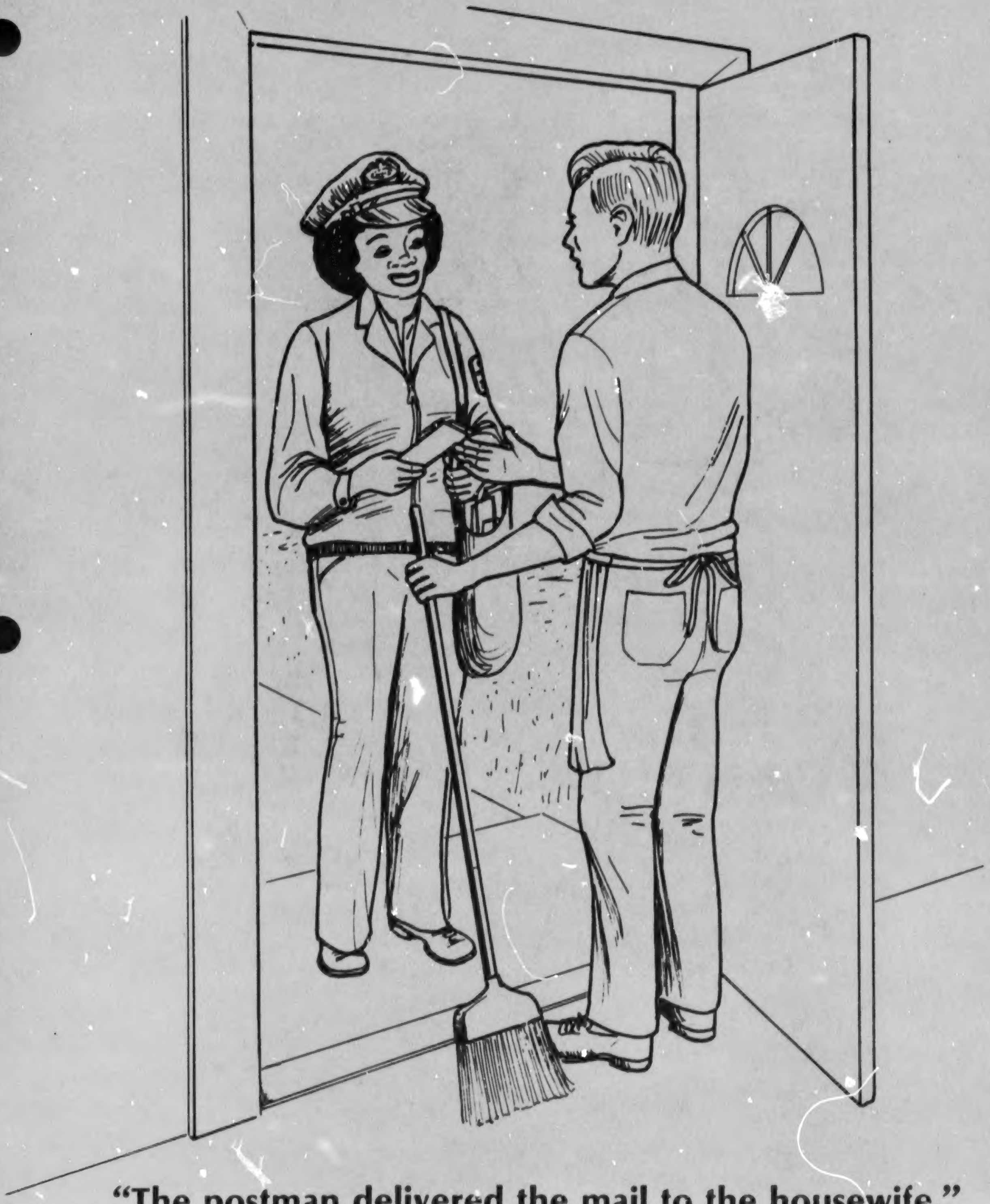
Transparency Master #2
Learning Activity 4

Task Assignment Sheet PA-TNT-1


* Why is it that when men talk together it is called conversation, but when women talk together it is called gossip?
* Why are women who are thoughtful called considerate, while men who are thoughtful are called over-sensitive?
* Why are lighthearted men called easygoing, but lighthearted women are called frivolous?

* Because of Sexism in Language

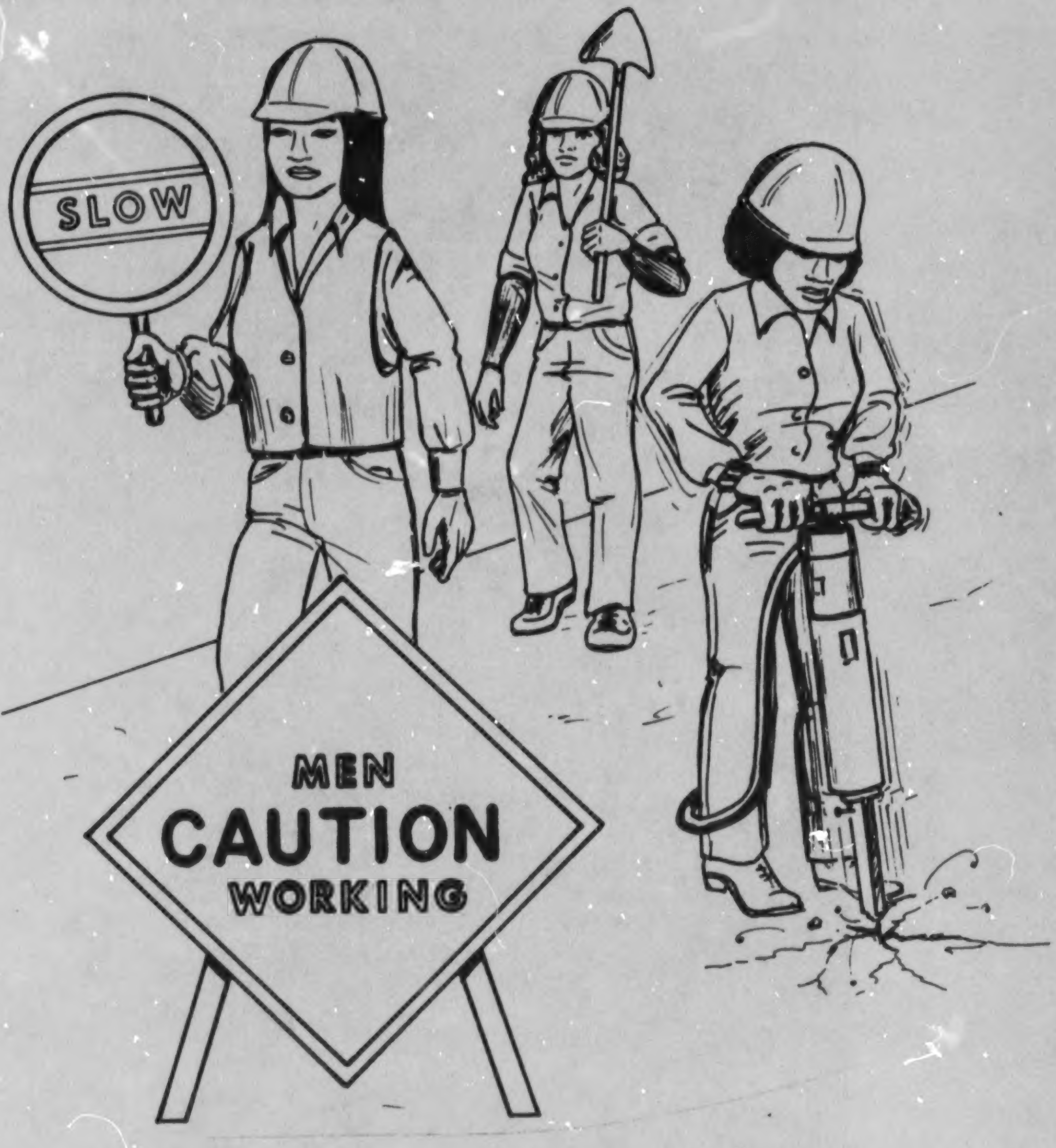
Ibid.



"The postman delivered the mail to the housewife."

Ibid.

44


SLOW
MEN
CAUTION
WORKING

Ibid.

Master Copy for Learning Activity 5 Task Assignment Sheet PA-TNT-1

TV EQUITY--STUDY GUIDE

Program Watched:

Directions: View a favorite TV program. Answer the following questions.

1. Is the major character male or female?
2. How many males with speaking parts are on the program? females with speaking parts?
3. What are the major activities?

Females	Males
Activities:	Activities:
Problems encountered:	Problems encountered:
Who solved problems?	Who solved problems?
Occupations shown:	Occupations shown:

4. In which settings were females shown?

Home _____ Outdoors _____ School _____ Business _____ Other _____

5. In which settings were males shown?

Home _____ Outdoors _____ School _____ Business _____ Other _____

6. Did the program promote stereotyping?
7. Was the program sex fair?
8. How would you describe a male from what you saw and heard on television?
9. How would you describe a female from what you saw and heard on television?
10. Do you try to be like a character on a television program?

Commercial Watched:

Name of Product ____

Directions: Supply the information below for each person (major character) in the commercial.

1. Was the person male? _____ female? _____

2. Did the person do household chores, such as cooking, cleaning, or laundry?

3. Did the person serve/wait on: _____ man _____ woman _____ boy _____ girl _____ mixed group.

4. What was the person doing?

   _____ Eating
   _____ Caring for children
   _____ Shopping
   _____ Grooming/practicing hygiene
   _____ Enjoying recreation or leisure
   _____ Talking to camera
   _____ Other: ______________________________

5. Was the person indoors? _____ outdoors? _____

6. The person was shown as:

   _____ a family member.
   _____ employed.
   _____ demonstrating a product.
   _____ speaking about a product, but not using it.

7. Describe the person's physical appearance.

8. Describe the type of personality portrayed.

9. Was there a problem involved? _____ If so, what kind? __________ Who solved it? __________

10. Did the commercial choose a trait typically thought of as male or female as a basis for selling the product? _____

11. How would you describe men/women from viewing the commercial? __________

    ____

CHECK-OUT ACTIVITY I

MATCHING TERMS AND DEFINITIONS

Directions: Match the terms in Column I with the definitions in Column II.

Column I

_____ 1. Feminine

_____ 2. Masculine

_____ 3. Role

_____ 4. Sex bias

_____ 5. Sex fair

_____ 6. Stereotyped

Column II

a. How we carry out our responsibilities and activities

b. Treating people alike, regardless of whether they are male or female

c. Like men

d. Assuming that one sex is superior to the other

e. Like women

f. Expecting men or women to act a certain way because of their sex

CHECK-OUT ACTIVITY II

IDENTIFYING SEX FAIR, SEX BIASED, AND STEREOTYPED STATEMENTS

Directions: Write F in the blank is the statement is sex fair. Write B if the statement is sex biased or stereotyped.

_____ 1. The well-known woman doctor, Mary House, is the speaker.

_____ 2. The men and their wives went to a party.

_____ 3. I'll have my assistant cover for me while I am away.

_____ 4. Mary Ann Brown is a sportscaster.

_____ 5. Job advertisement: "Telephone Lineman--We're looking for Outdoor Men!"

_____ 6. Lee Yong's frozen Chinese dinners are so simple that even a man can prepare them.

_____ 7. "You've come a long way, Baby!"

_____ 8. Girls play with trucks, dolls, chemistry sets, and makeup.

_____ 9. Job advertisement: "Accountant Wanted--Equal Opportunity Employer."

_____ 10. "Harriet, this is a man-sized job!"

CHECK-OUT ACTIVITY I

MATCHING TERMS AND DEFINITIONS

ANSWER KEY

1. e
2. c
3. a
4. d
5. b
6. f

CHECK-OUT ACTIVITY II

IDENTIFYING SEX FAIR, SEX BIASED, AND STEREOTYPED STATEMENTS

ANSWER KEY

3, 4, 8, 9 are F.

1, 2, 5, 6, 7, 10 are B.

Instructor's Final Checklist

DEFINING MASCULINE/FEMININE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student:

	Accomplished	Not Accomplished
(1) Matched at least four of the terms (masculine, feminine, stereotyped, sex bias, role, and sex fair) with the correct definitions.	[ ]	[ ]
(2) Indicated eight of the ten statements correctly as to whether they are sex fair or sex biased or stereotyped.	[ ]	[ ]

COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

OBJECTIVE

GIVEN thirty statements which describe traditional and nontraditional roles,

IDENTIFY THE STATEMENTS WHICH DESCRIBE TRADITIONAL ROLES, NONTRADITIONAL ROLES, AND MEN'S AND WOMEN'S ROLES.

YOU SHOULD identify at least ten of the statements correctly.

ATTITUDES AND VALUES TO BE DEVELOPED (AFFECTIVE DOMAIN):

--Students will understand that being traditional or nontraditional is their choice.

--Students will respect the rights of others in their choice of being traditional or nontraditional.

--Students will begin to select roles based on their individual interests, personalities, needs, and values.

CONTENTS OF TASK ASSIGNMENT SHEET

	Learning Activity Number
Instruction Sheets	
I LIFE AND WORK ROLES TODAY.	1
II TRADITIONAL OR NONTRADITIONAL LIFE STYLES.	5
Student Self-Checks	
I LIFE AND WORK ROLES TODAY.	2
II WHICH IS FOR ME--A TRADITIONAL OR NONTRADITIONAL LIFE STYLE.	6
Instructor's Final Checklist	
COMPARING TRADITIONAL AND NONTRADITIONAL ROLES.	7

CHECK-OUT ACTIVITY

Your instructor will provide thirty statements describing traditional roles, nontraditional roles, and men's and women's roles today. Complete the exercise.

SUPPLEMENTAL EXERCISES

CINDERELLA/TODAY'S WOMAN	Introductory
PRINCE CHARMING/TODAY'S MAN	Introductory
OPPORTUNITY KNOCKS: A GAME FOR OVERCOMING STEREOTYPING	3
NONTRADITIONAL ROLE EXPERIENCES	4
CHECK-OUT ACTIVITY	7

REFERENCES (Teacher)

Pioneering Programs in Sex Equity: A Teacher's Guide by Smith and Farris, 1980 ($6, Order No. 10180). The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, Virginia 22201. (LA 1-7)

Women at Work by Sharon Valiant. Office for Equal Access in Vocational Education, 225 W. State Street, P.O. Box 2019, Trenton, New Jersey 08625. (LA 1)

AUDIO-VISUAL MATERIALS

Filmstrips:

"Masculinity Series," Prentice-Hall Media. Available for free loan from Director, Unit for Sex Equity, 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (LA 3)

"American Man: Tradition and Change." Butterick Publishing Company. Available for free loan from Director, Unit for Sex Equity, 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (LA 3)

Film:

"All About Eve" (16 mm. 15 minutes) produced by University of Houston, Institute of Labor and Industrial Relations. Free loan from Director, Unit for Sex Equity, 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (LA 1)

Slide/Tape Presentation:

"Hey, What Are Your Plans for the Next 60 Years?" (about 15 minutes, produced by Project Open Door). Available for loan from Director, Unit for Sex Equity 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (FOLLOW-UP ACTIVITY)

COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	To direct students' attentions to the necessity for both men and women to work together to earn a living and maintain a home, have the girls do the CINDERELLA/TODAY'S WOMAN activity and the boys do the PRINCE CHARMING/TODAY'S MAN activity.	--Copies of the following: CINDERELLA/TODAY'S WOMAN and PRINCE CHARMING/TODAY'S MAN. (Master Copies are provided in this section.)	
1	Prior to the reading assignment, give the students a brief description of events which have caused changes in men's and women's roles during different periods in history. or Show a film which gives this information.	Instruction Sheet I, LIFE AND WORK ROLES TODAY. --Teacher Information Sheet, HISTORICAL PERSPECTIVES OF SEX ROLE EXPECTATIONS 1930-1980. REFERENCES Women at Work. AND Pioneering Program in Sex Equity: A Teacher's Guide, pp. 23-35, 57-60. FILM "All About Eve."	
2	Student Self-Check	Student Self-Check I, LIFE AND WORK ROLES TODAY.	
3	Preview the filmstrips before using in the classroom. Supply the students with a viewing guide--questions to answer, observations to make, etc. Also, update any statistical information. Refer to the teacher's guide that accompanies the filmstrips for other ideas.	FILMSTRIPS "American Man: Tradition and Change," Part I, Traditions in Question and Part II, Living with Change.	

COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Mention to the students that while the Masculinity Series presents the information about both sexes, the title leaves one to believe that only information about males is included. It could be better stated as "Masculinity-Femininity." or Have students play the game, "Opportunity Knocks," to learn how they can counteract stereotyping.	GAME --OPPORTUNITY KNOCKS: A GAME FOR OVERCOMING STEREOTYPING. (A Master Copy is provided in this section.)	
4	Have students select a project from the listing. After completing the project, have them share their experiences with classmates.	--Copies of NONTRADITIONAL ROLE EXPERIENCES. (A Master Copy is provided in this section.)	
5	You may wish to have students "brainstorm" and make a list of plus and minus factors they have experienced or witnessed others experiencing in their lives. Refer also to information presented in filmstrips or films viewed.	Instruction Sheet II, TRADITIONAL OR NONTRADITIONAL LIFE STYLES.	
6	Emphasize that there is no right or wrong choice. You may have students to share their feelings orally rather than having them make individual written reports.	Student Self-Check II, WHICH IS FOR ME--TRADITIONAL OR NONTRADITIONAL LIFE STYLES.	

COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Feel free to design your own test. Provide each student a copy of the Check-Out Activity. Use the ANSWER KEY to check the answers. Use the Instructor's Final Checklist to check each student's performance.	--Copies of the CHECK-OUT ACTIVITY, TRADITIONAL AND NONTRATIONAL ROLES. (A Master Copy is provided in this section.) --Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section.)	
	Follow up by showing a slide/tape presentation about future work roles.	SLIDE/TAPE PRESENTATION "Hey, What Are Your Plans for the Next 60 Years?"	

CINDERELLA/TODAY'S WOMAN*

Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother. She was responsible for all of the cooking, cleaning, and other chores around their home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother.

Then she was miraculously discovered by Prince Charming and went to live with him in the castle. She ran the castle and raised their children. She never thought about working in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occasional trips to Crusader conventions.

For the most part, Prince Charming and Cinderella lived together happily. This really wasn't so hard to do since most people of that time died by the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously. Many women must now work outside the "castle."

TO FIND OUT IF YOU ARE BETTER PREPARED TO BE A CINDERELLA OR TODAY'S WOMAN, CHECK ALL THE ITEMS IN THE FOLLOWING TWO LISTS WHICH APPLY TO YOU.

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*Adapted from: Carol O'Neill Mayhew and Margaret Kinney, Resource Guide for Achieving Sex Equity in Vocational Programs in Delaware (Dover, Delaware: Department of Public Instruction, not dated), activities section, pages not numbered.

CINDERELLA*

Directions: Check (✓) each item that applies to you.

_____ 1. I can cook.

_____ 2. I think a woman's place is in the home.

_____ 3. I do not spend money as fast as I get it.

_____ 4. I prefer love stories and movie magazines.

_____ 5. I do not worry about the future.

_____ 6. I expect to marry and have my husband support me.

_____ 7. I do not plan to have a career.

_____ 8. I can raise children.

_____ 9. I can sew.

_____ 10. I can dance.

_____ 11. I talk to mice.

_____ 12. I can give a party.

_____ 13. I have no job skills.

_____ 14. I am looking for Prince Charming.

_____ 15. I have had babysitting jobs.

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*Ibid.

Master Copy for the Introductory Activity
CINDERELLA/TODAY'S WOMAN, (p. 3)

Task Assignment Sheet PA-TNT-2

TODAY'S WOMAN*

Directions: Check (✓) the items that apply to you.

_____ 1. I plan to work for 25 years or longer.

_____ 2. I am not afraid to be the only girl in any class.

_____ 3. I have made plans for a career.

_____ 4. I know which high school courses train for jobs.

_____ 5. I know what apprenticeship programs are.

_____ 6. I plan to have a skill before marriage so that I can always get a job.

_____ 7. I think I can do any job a man can do, as long as I receive the proper training.

_____ 8. I have talked to a counselor about my future job plans.

_____ 9. I know what kinds of training are available in community colleges.

_____ 10. I am aware of the salary difference between secretaries and auto mechanics.

_____ 11. I know how much money it takes to feed a family of four for a week.

_____ 12. I am aware that all vocational courses are open to both girls and boys.

_____ 13. I plan to graduate from high school.

_____ 14. I have thought about my future.

_____ 15. I can list 20 different jobs open to women. Prove it.

____

____

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*Ibid.

CINDERELLA SCORING*

Directions: Total the number of checks on each checklist.

* *

Cinderella Total Greater Than Today's Woman Total: The Glass Slipper fits and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will work in the future (nine out of ten high school girls will work.) You need to start giving serious thoughts to job training available to you in high school. Unless you start training now for a good paying job, you may not be a very employable person.

* *

Cinderella Total Equals Today's Woman Total: You have thought about your future, but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 25 years of your life. You are quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore all options. Get all the information!

* *

Today's Woman Total Greater Than Cinderella Total: Hooray for you! You are ready to take on the world. You can manage a job and home responsibilities or some of both. You realize you will probably work in the future and have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

* *

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*Ibid.

PRINCE CHARMING/TODAY'S MAN*

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never did any "castle-hold" tasks, such as cooking and sewing. Each morning Prince Charming rode off to fight dragons. He was handsome, adventurous, and brave. When the Queen felt Prince Charming should have his own castle, he set out to find the woman of his dreams. He fell madly in love with Cinderella. She was not only sweet and beautiful, but she also knew how to cook, clean, sew, and take care of a castle. After they married, Prince Charming continued to go off and fight dragons. Cinderella stayed in the castle and raised the kids. He never expected her to get a job in the local sword repair shop because that was a job for men. For the most part, Prince Charming and Cinderella lived together happily. This wasn't really so hard to do because most people of that time died by the age of 35.

Things are quite different today. Many women must now work outside the "castle," and men must now share household chores.

TO FIND OUT IF YOU ARE BETTER PREPARED TO BE A PRINCE CHARMING OR A MODERN MAN, CHECK ALL THE ITEMS IN THE FOLLOWING TWO LISTS WHICH APPLY TO YOU.

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*Adapted from: Carol O'Neill Mayhew and Margaret Kinney, Resource Guide for Achieving Sex Equity in Vocational Programs in Delaware (Dover, Delaware: Department of Public Instruction, not dated), activities section, pages not numbered.

PRINCE CHARMING*

Directions: Check (✓) each item that applies to you.

_____ 1. I expect to be the sole breadwinner of my family.

_____ 2. I feel money matters are best handled by a man.

_____ 3. I feel women belong in the home.

_____ 4. I want to have a wife who will stay home and take care of me.

_____ 5. I do not think a man should clean house.

_____ 6. I do not think a man should sew.

_____ 7. I feel women should raise children.

_____ 8. I do not think boys should play with dolls.

_____ 9. I do not think men should cry.

_____ 10. I feel there are "men's jobs" and "women's jobs."

_____ 11. I cannot prepare a nutritionally balanced dinner.

_____ 12. I can slay dragons.

_____ 13. I would not consider being a secretary.

_____ 14. I do not think a man should be a househusband.

_____ 15. I am looking for Cinderella.

---

*Ibid.

TODAY'S MAN*

Directions: Check (✓) the items that apply to you.

_____ 1. I would teach my daughter how to work on a car.

_____ 2. I would allow my son to play with dolls.

_____ 3. I can sew.

_____ 4. I am not afraid to be the only guy in any class.

_____ 5. I plan to learn to take care of myself even if I marry.

_____ 6. I feel women have as much of a need and right to a career as men do.

_____ 7. I feel it is OK for guys to cry and show emotions.

_____ 8. I can clean house.

_____ 9. I know how to care for a baby.

_____ 10. I know how much money it takes to feed a family of four for a week.

_____ 11. I know which high school courses train for jobs.

_____ 12. I am aware that all the vocational courses in my school are open to both girls and boys.

_____ 13. I will graduate from high school.

_____ 14. I would encourage my wife to seek a career.

_____ 15. I plan on learning how to take care of a house and sharing responsibilities with my wife.

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*Ibid.

PRINCE CHARMING SCORING*

Directions: Total the number of checks on each checklist.

* *

Prince Charming Total Greater Than Today's Man Total: You are expecting to slip the glass slipper on a woman's foot someday and live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by. You seem unaware that nine out of ten high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself.

* *

Prince Charming Total Equals Today's Man Total: You do not believe in Cinderella and Never-Never Land. You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You have probably explored the traditional male job training courses but none of the others. Explore all career options and do what you want to do.

* *

Today's Man Total Greater Than Prince Charming Total: Hooray for you! You are ready to take on the world. You can manage a job and home responsibilities or some of both. You know what it costs to live, and you know what kinds of jobs will enable you to earn the necessary salary. You are man enough to enroll in any course--even if you are the only male in the class. Congratulations.

* *

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*Ibid.

HISTORICAL PERSPECTIVES OF SEX ROLE EXPECTATIONS: 1930-80*

Throughout history sex role expectations have been influenced by economic, political, and social forces in society. What is traditional or expected at one period in history becomes inappropriate at another time. The interplay between economic/political forces and social movements is complex. A short review of the last fifty years may help us better understand the changing sex role expectations of our own time.

The Depression; 1930's--Work is Hard to Find

In the Depression, jobs were nearly impossible to find for millions of people. Working women were often accused of stealing jobs from men, and some states actually prohibited the employment of married women.

World War II; 1940's--Men Fight, Women Work at All Jobs

War in the 1940's brought on dramatic changes in the lives of men and women in America. In wartime, there were more jobs than workers. The need for men in the war effort rose from 1,900,000 in 1940 to 23,800,000 by 1943. Whereas men and women had been searching for even the most menial jobs in order to survive in the 1930's, the war brought nearly full employment. There was a crying need for labor in the armed forces, in war industry, and of course, in civilian industries, which had to provide goods and services to the folks at home.

Within this context, men fulfilled roles that were undeniably traditional—soldier, worker, and producer. However, many men also were absent as breadwinner, husband, and head of the household.

The war situation, which removed many men from the home, also resulted in roles for women that were quite unusual. Thousands of mothers became the heads of households overnight. The ever-growing need for production, both in war and civilian industries, created the female laborer. Typified by the popular media figure of Rosie the Riveter, she was loved and respected by American society.

Between 1940 and 1945, the female labor force underwent a dramatic transformation. So depleted was the male workforce that sheer necessity resulted in old stereotypes being broken. Women were hired for jobs they wouldn't have been considered for in the 1930's. Between December 1941 and March 1944, 6.7 million women entered the labor force. Of this number, 2.9 million were first-time entrants in the occupational category of "craftsmen (skilled workers), foremen (supervisors), operatives and nonfarm laborers."

Newspapers, magazines, and radios beseeched women to take jobs. The popular image of the delicate housewife was replaced by women in work clothes with lunch pails and women working at heavy machinery.

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*Reprinted from Sex Equity in Schools...Modules in Careers, pp. 45-47, through the courtesy of the Institute for Research and Development in Occupational Education, City University of New York.

Working women gave rise to "latch key children," who wore their house keys around their necks while their mothers were on the job. Child care centers for the children of working mothers were in great demand, and in some cases were instituted with the help of government funds.

For the first time in American history, American women experienced occupational mobility. They could move from menial jobs to better paying positions in business and industry. They appropriated the roles of producer, breadwinner, and head of household.

The War Ends; 1945--Industry Welcomes Men, Fires Women

When the war ended, most women were phased out of skilled jobs. Many of the women who had been blue collar workers were fired within months following V-E Day in the belief that the economy would not otherwise accommodate the returning servicemen. Two months after V-J Day, 800,000 workers, most of them women, lost their jobs in the aircraft industry. Women were laid off in the auto and electrical industries as well. By the 1950's the sex roles which had been so strongly influenced by the Second World War—especially for women—were almost completely reversed.

The Migration to the Suburbs; 1950's--Traditional Roles Return

Marriage and domesticity became the socially accepted path for women after the war and throughout the 1950's. For men, on the other hand, the role of provider and head of the household was once again paramount. With the economy booming, their responsibilities were viewed as residing in the workplace. Women workers who remained in the workforce were seen as supplementary workers, contributing to their family's income, which was largely provided by the male. This concept was frequently used to justify low salaries and low level jobs for women. By 1960, 75 percent of women workers were in "female only" jobs, such as clerical work.

The migration to the suburbs, called "the greatest migration in our country's history," contributed to the reestablishment of the mythology that man was the provider and women were expected to be creative housewives and dedicated mothers. With their children in local schools, they had to devote their time and energies to chauffeuring and child care. Suburban men, on the other hand, were cut off from the life of their family, commuting to work everyday.

Not surprisingly, with the resurgence of traditional roles, the media portrayed careers for women as destructive. The model woman was seen as a well-groomed wife and mother. Psychiatrists and social scientists viewed interest in a full-time career as neurotic for women.

Consequently, although the media didn't cause the return to traditional roles, newspapers, magazines, and radio reinforced the theme and made change all the more difficult.

There were some exceptions. For many Black Americans, for instance, the situation was far different. Since Black men were often excluded from good paying jobs, many Black women by necessity took on the role as provider, doing domestic, factory and clerical work.

The Challenge to Cultural Values; 1960's

[In] the 1960's, many social protest movements [were concerned with civil rights]....[During this time, women began to question the roles assigned to them. They were urged to develop their potential and talents, to go back to school, and to find meaningful work of their own.]

The women's movement grew in strength to become a major catalyst for cultural change in the 60's and 70's. As with all protest movements, the women's movement was strengthened by legislation, including the Equal Pay Act of 1963, Title VII, and Executive Order 11246, which prohibited sex discrimination by the federal government and federal contractors. The National Organization for Women (NOW), established in 1965, helped to enforce this legislation.

Reevaluation of Sex Role Expectations; 1970's--Diversification

In the 1970's, roles for men and women were becoming increasingly diversified. Many factors contributed to these changes; among the most important were the economy and the women's movement of the 1960's and 1970's.

Inflation and recession, the two watchwords of economic life in the 70's, had a noticeable effect on many families. They were smaller than in the past, and both partners often worked. With inflation rising at over 10% a year, and real income rising much more slowly, women found it advantageous to enter the workplace--many with the encouragement of their husbands.

With the help of support groups, affirmative action programs, and most important, a consciousness of their potential developed through the women's movement, women began moving into areas of employment that had been closed to them for 30 years. The 70's saw women in skilled crafts, such as carpentry and electrical work, and blue collar jobs in construction and factories. There were growing numbers of female professionals as well. Although the gap between men's and women's salaries widened in many areas, women began to expand beyond the confines of their traditional roles as wife, mother, and clerical worker.

By necessity, the changing roles of women forced many men to reevaluate their own roles and identities. Particularly, as more women worked, their male partners were forced to share housework and child care. More significantly, families or relationships in which the female partner was changing her role could not remain stable unless the male adjusted--or at least reconsidered--his role. Male consciousness groups developed, paralleling consciousness raising groups that had been established by women. Many men began to realize that by fulfilling traditional sex role expectations they might be closing off areas of themselves. Exploring their nurturant qualities, for example, brought them dimensions of living which have long been considered only within the female realm. Of course, most men have also continued their traditional roles of producer and provider.

One result of this reevaluation, however, has been that some men have moved into traditionally female employment areas, such as nursing, child care, and elementary school teaching. In the home, many men seem to display a growing acceptance of shared responsibilities--in everything from child raising to decisions on money management.

Economic, political, and social forces have again contributed to the development of a new diversity in roles. Unlike the temporary situation in World War II, the current diversification is accompanied by an understanding the expanding roles can also allow both men and women to grow as individuals, as parents, as partners, and as contributors in the workplace.

OPPORTUNITY KNOCKS: A GAME FOR OVERCOMING STEREOTYPES*

STUDENT OBJECTIVES:

1. To review some examples of sex-stereotyped situations.
2. To consider examples of individual actions which may be taken to counteract sex role stereotyping.

LEARNING CONCEPTS:

(Note: In addition to the concepts listed below, this lesson is a summarizing activity and serves to review several of the concepts of previous lessons.)

1. In contemporary society, there are numerous pressures that encourage and reinforce sex role stereotypes.
2. In order to resist these numerous pressures encouraging sex role stereotyping, individuals have the right to make independent decisions and take positive, personal action.

MATERIALS AND INSTRUCTIONS FOR ASSEMBLING:

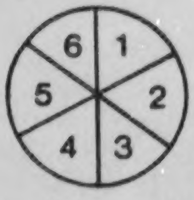
Ditto copies of the gameboard and the various sets of cards ("Free From Stereotype," "Opportunity Knocks," and "Pressure Point"). You should have one set of all game materials available for every two, three, or four students in your class (depending on how many students you want playing on each gameboard).

Assemble game boards.

Cut out the cards and stack them in three piles: "Free From Stereotype," "Opportunity Knocks," and "Pressure Point."

Select a system for having the students move along the gameboard. Use any or all of the following suggestions:

1. Ask the students to bring the dice and/or spinners from games at home. Students can spin the spinner or roll one die to determine how many spaces they should move.
2. Cut out strips of paper numbered 1 through 6 and place them in a container. Students can pick out pieces of paper with the number of spaces they should move.
3. Construct a number of spinners. This can be done with paper fasteners and heavy paper or cardboard. On a sheet of paper, draw a circle and divide it into six even slices. Number them 1 to 6.



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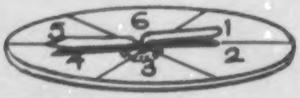
*Reprinted from: Being a Man, a Unit of Instructional Activities on Male Role Stereotyping edited by Cathleen M. O'Toole (Columbus, Ohio: Ohio Distributive Education Materials Laboratory, not dated), pp. 80-100.

Push a paper fastener through the center and then bend the prongs.



You now have a game spinner.
You need one spinner, one die, or one set of six numbered slips of paper for each group of students.
A button, coin, paper clip, etc., can be used by each student as his/her playing pieces.

STEPS FOR STRUCTURING THE LEARNING ACTIVITY:

1. Divide the class into groups of two, three, or four players and distribute the game materials. Make certain that at least one boy and one girl are in each group.

2. Read the directions aloud. Be sure to emphasize that this game is not a competition between students. There can be several winners as well as losers. The objective is to accumulate at least five "Free From Stereotype" (FFS) cards by the game's end.

3. The game should easily be completed within 30 minutes. Individuals who finish earlier can play a second game.

4. During the game, you can serve as a facilitator for students with questions from the "Opportunity Knocks" cards.

5. After the game is completed, ask for student reactions. Some of the issues which should come out of the discussion are:

    a. Traditional forces in society tend to reinforce sex role stereotyping and reduce the ability of individuals to leave the sex-stereotyped role. Television, peers, instructional materials, etc., often serve to reinforce sex role stereotypes. Note that there are exceptions to this generalization.
    b. Independent action is needed to reduce the effects of sex typing on individuals and on society.
    c. Ask in what ways the negative social pressure cards in the game are similiar to the social pressures in the real world. In what way does the game fall short of accurately describing sexist pressures? How well does the game reflect individual action students can take to eliminate sex role stereotyping? What changes might be made to improve the game?
    d. Ask the students to describe any actions that they could take to avoid being sex stereotyped. What independent actions could add to their real-life FFS cards?

OPPORTUNITY KNOCKS: A GAME FOR OVERCOMING STEREOTYPES

GAME INSTRUCTIONS:

"Opportunity Knocks" reflects the way social pressure is applied to promote sex role stereotypes. The game also shows how individual decisions and actions can reduce and eliminate sex role stereotyping. In this game you will have a chance to use the information that you have learned in previous lessons to turn off the pressure and liberate your decisions.

OBJECTIVE:

Many sources, such as television, friends, and school, pressure you into conforming to sex role stereotypes. The objective of this game is for you to consider individual actions which can be taken to reduce sex role stereotyping.

You show that you are able to recognize sex stereotyped behaviors if, by the end of the game, you reach the "overcoming stereotypes" space with at least five "Free From Stereotype" (FFS) cards. You have a chance to collect these cards when you land on "Opportunity Knocks" spaces. When you land on "Pressure Point" spaces, you sometimes will gain "Free From Stereotype" cards--and sometimes you will lose them.

Remember, you need to earn five FFS cards to demonstrate that you are aware of sex role stereotypes and the actions you can take to overcome them.

DIRECTIONS:

The gameboard represents the first 18 years of your life, from the hospital delivery room through high school. As you move around the board, you must follow the instructions of the space you land on. There are different kinds of spaces.

FREE SPACES:

When you land on a free space, you draw no cards and simply wait your next turn.

SHORT CUT, LONG CUT:

There is a short cut space, which saves you time, and a long cut space, which makes you go back several spaces. If you land on these spaces by exact count, you must take the short or long cut, as the board indicates.

GO AHEAD, GO BACK SPACES:

Some spaces tell you to go ahead or back a specific number of spaces. Follow these directions if you land on one of these spaces by exact count.

PRESSURE POINT SPACES:

When you land on a "pressure point" space, you are to draw a "Pressure Point" card (PPC). Sometimes these cards describe social pressures that society may impose to reinforce sex role stereotyping. If you draw a negative "Pressure Point" card, it will cost you one of your "Free From Stereotype" cards.

Other "Pressure Point" cards describe situations in which you avoid social pressure and take a nonstereotyped course of action. In these cases, you gain a "Free From Stereotype" card.

OPPORTUNITY KNOCKS SPACES:

When you land on an "Opportunity Knocks" space, another player will draw a card from the "Opportunity Knocks" deck, and read the question on the card to you. These questions are about male role stereotyping and sex role stereotyping in general. If you are able to answer the question accurately, you will gain two "Free From Stereotype" cards. These "Opportunity Knocks" cards are very important. They give you the chance to demonstrate your knowledge about sex stereotyping and the actions you can take against sex role stereotypes.

See your teacher if there are any disputes about the answers to these questions.

WHAT HAPPENS IF MORE THAN ONE PLAYER GETS FIVE OR MORE "FREE FROM STEREOTYPE" CARDS?

That's great! The more awareness of stereotyping and the actions that can be taken to overcome them the better. Remember, the goal of the game is not to beat somebody else. It is to check your own awareness. Each player with five or more FFS cards has reached his or her personal goal.

WHAT HAPPENS IF YOU GIVE UP ALL YOUR "FREE FROM STEREOTYPE" CARDS?

If you are unaware that social pressures make a victim of you, you may lose all your FFS cards. If you do, you may have to go into debt and borrow five more FFS cards. Just keep score of how many you have borrowed and remember to pay back your debt at the end of the game.

Don't give up hope!

WHAT HAPPENS NOW?

Shuffle the "Pressure Point" cards and the "Opportunity Knocks" cards and put them in two separate piles by the gameboard. Put the FFS cards in another pile. Decide who goes first. Use the spinner or dice or whatever method your teacher has provided to determine how many spaces you move. Then follow the directions on each space. See if you recognize social pressures and overcome stereotypes.

Master Copy for Learning Activity 3
OPPORTUNITY KNOCKS. . ., (p. 6)

Task Assignment Sheet PA-TNT-2

Note To Teacher: Duplicate three copies of this page.

Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Name at least four sources of sex role stereotypes.

Answer: Television programs, television commercials, teachers, parents, newspapers, magazines, friends, counselors, employers, etc.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex role stereotyped since the beginning of this unit. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex role stereotyped since the beginning of this unit. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least four characteristics of the male sex role stereotype.

Answer: Many, including acting tough, competing intensely, obsession with winning, limited occupational choices, earning a big salary, hiding emotions.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three ways that schools may reinforce sex role stereotyping.

Answer: Many, including instructional materials, counseling, sex-segregated extracurricular activities, staffing policies (male principal--female teachers.)

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least five costs that men pay for becoming sex role stereotyped.

Answer: Many, including a loss of friendship with other males; an overcommitment to competition and difficulty in cooperating with others; the stress of hiding emotions; the feeling of being "locked in" to a particular job; a lack of time to develop noncareer hobbies and interests; a lack of time to spend with family; a proneness to certain physical diseases; earlier average age of death.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Which of the following words describe the male sex role stereotyping: (1) compassionate, (2) dependent, (3) competitive.

Answer: (3) competitive.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You are a female. You tell your guidance counselor that you are considering becoming a pilot. The counselor tells you that the job of stewardess is more appropriate for women. What would be a polite but nonstereotyped response?

Answer: There are several possibilities. You could politely tell the counselor that you're following your own interests and not sex role stereotypes.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex role stereotyped since the beginning of this unit. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: To what part of the male role stereotypes do these phrases refer: "Play it Cool," "Keep a Stiff Upper Lip," "Only Sissies Cry."

Answer: Hiding emotions.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three occupations that are sex role stereotyped as more appropriate for men than for women.

Answer: Many, many, including pilot, business executive, doctor, plumber, electrician, construction worker.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: John Peters is a man who is driven to be the best at whatever he tries. Family, friends, hobbies, interests--all take a backseat as he strives to sell more vacuum cleaners than any other salesperson in the company. What aspect of the male role stereotype does he demonstrate?

Answer: Winning and/or competition.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Questions: Identify three occupations that are sex role stereotyped as more appropriate for women than men.

Answer: Many, including elementary school teacher, nurse, secretary, homemaker.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly explain at least one way that suppressing emotions, which is part of male sex role stereotype, can be harmful.

Answer: Many, including: Hiding emotions presents a false image to others of what you are really like. Hiding emotions can make you lose touch with how you really feel about things. Hiding emotions causes stress and may be unhealthy.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly define sex role stereotyping.

Answer: Sex role stereotyping is the assumption that people who share a common gender also share a common set of abilities, interests, values, and roles.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Give an example of how television programs stereotype men and an example of how television programs stereotype women. Be specific in explaining each one.

Answer: The answer must include specific programs as well as specific ways the programs stereotype. Since many TV shows do stereotype men and women, it is important that the answers be specific as to how they have stereotyped.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least two ways that competition, which is part of the male sex role stereotype, has a negative impact on individuals.

Answer: Competition can lead to anxiety, a disregard for the rules in order to win, poor self-image for someone who is constantly a loser, a lack of a cooperative spirit, insensitivity to the feelings of others.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You and your friend are watching your younger brother who is 5 years old. He has just gotten into a squabble with some neighborhood children and comes home in tears. Your friend says to him, "Don't be a sissy. Only girls cry." What would be a polite but nonstereotyped response?

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Cite two television commercials that use sex role stereotypes. Describe how either men or women are stereotyped by these commercials. Be specific as to the particular commercial and the specific way that is promotes stereotypes.

Answer: Make certain that the answer is specific and describes precisely how men and women are sex role stereotyped.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly explain at least three characteristics of "acting tough," which is part of the male sex role stereotype.

Answer: Many, including: trying to dominate; acting strong; using violence; avoiding peaceful solutions; being able to "take it"; being able to "dish it out"; refusing to give in even when surrender or compromise is the most reasonable and compassionate course of action.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You are a male. You tell your guidance counselor that you are thinking about teaching elementary school. The counselor suggests that you become an elementary school principal. What would be a polite but nonstereotyped response?

Answer: There are several possibilities. You could politely tell the counselor that you're following your own interests and not sex role stereotypes.

Value for correct answer: Two FFS cards.

Master Copy for Learning Activity 3
OPPORTUNITY KNOCKS. . ., (p. 11)

Task Assignment Sheet PA-TNT-2

"Pressure Point" Card

You are a male. You have a lot of school spirit and would like to try out for the cheerleading team, but you don't. You think that it won't "look right" for a boy to be a cheerleader.

Lose one FFS card.

"Pressure Point" Card

You are a female. You would like to try out for the baseball team but you don't because you think that it would not be a "feminine" thing to do.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your teacher disciplines the boys much more harshly than the girls, but you don't say anything because you want to show the other guys that you can take it.

Lose one FFS card.

"Pressure Point" Card

You are a female. Your teacher seems to pay more attention to boys than to girls. But you don't say anything because you don't want to take the chance of jeopardizing your grades.

Lose one FFS card.

"Pressure Point" Card

You are a male. Although you would like to teach kindergarten, your parents tell you that a boy should go to law school.

You give up your teaching goals--and one FFS card too.

"Pressure Point" Card

You are a female. Although you would like to be a lawyer, your parents tell you that you would be better off as a kindergarten teacher.

You drop your legal ambitions--and one FFS card as well.

"Pressure Point" Card

You are a male. You've just heard some terrible news and feel like crying. But you hold it in because you don't want to be called a "crybaby."

Lose one FFS card.

"Pressure Point" Card

You are a female. A boy you like asks you about politics. You know the answer but act as though you don't. You're afraid that if you're too smart, he might not ask you out.

Lose two IQ points and one FFS card.

"Pressure Point" Card

You are a male. You would like to take a course in cooking, but don't because you're afraid the kids will laugh at you.

Lose one FFS card.

"Pressure Point" Card

You are a female. You want to take a carpentry course, but you don't because you're afraid the kids will laugh at you.

Lose one FFS card.

Master Copy for Learning Activity 3
OPPORTUNITY KNOCKS. . ., (p. 12)

Task Assignment Sheet PA-TNT-2

"Pressure Point" Card You are a male. Your school has just lost the big game. You congratulate the other team--and really mean it. Help yourself to one FFS card.	"Pressure Point" Card You are a female. You are thinking about applying for a summer job as a lifeguard but you don't because you think the job is for boys only. Lose the job--and one FFS card as well.
"Pressure Point" Card You are a male. You are thinking about applying for a summer job as a receptionist but you don't because you think the job is for girls only. Lose the job--and one FFS card as well.	"Pressure Point" Card You're a female. You've just watched the afternoon soap opera "As the Stomach Churns" and you've seen 12 dependent sobbing women who are waiting for men to save them from their troubles. Lose one FFS card.
"Pressure Point" Card You are a male. You've just watched the "Lieutenant Fred Frisbee Police Hour." Frisbee just went through six brutal murders--and never blinked. Frisbee is acting tough. He's a real male role stereotype. And you lose one FFS card.	"Pressure Point" Card You are a female. Your parents tell you to be neater and act more like a lady. Lose one FFS card.
"Pressure Point" Card You are a male. Your parents tell you to stop crying and act like a man. Lose one FFS card.	"Pressure Point" Card You are a female. You want to take shop, but in your school it is for "boys only." You lost many important skills--and an FFS card.
"Pressure Point" Card You are a male. You want to take home economics, but in your school it is for "girls only." You lost many important skills--lose one FFS card.	"Pressure Point" Card You are a female. In spite of all the suggestions from your friends, you decide to enter a pre-med program instead of a nursing program. Take one FFS card.

Master Copy for Learning Activity 3
OPPORTUNITY KNOCKS. . ., (p. 13)

Task Assignment Sheet PA-TNT-2

"Pressure Point" Card

You are a male. In spite of all the suggestions from your friends, you decide to follow your own interests and become an artist instead of a businessman.

Take one FFS card.

"Pressure Point" Card

You've just convinced your teacher to use a new textbook that documents the contributions of both men and women in American history. It also has several sections on sex role stereotyping.

Take an FFS card.

"Pressure Point" Card

You have just convinced your teacher to enroll in a Title IX workshop. Title IX is the new law prohibiting sex discrimination in education.

Take one FFS card.

"Pressure Point" Card

You just played this game with a friend to teach him/her about sex role stereotyping.

Take one FFS card.

"Pressure Point" Card

You have talked your parents into ordering a subscription to Ms. Magazine.

Take one FFS card. (Share it with your family.)

"Pressure Point" Card

You and your friends form a male-female group to reduce sexism in your school.

Take one FFS card.

"Pressure Point" Card

You write a letter to the editor complaining about the newspaper's sexist articles and advertisements which stereotype men and women.

Take one FFS card.

"Pressure Point" Card

Magazine advertisements and TV commercials limit your options.

Lose one FFS card.

"Pressure Point" Card

You help your librarian organize a nonsexist bookshelf in the school library.

Take one FFS card.

"Pressure Point" Card

It's time for a review for a test and your teacher says, "Let's have a quiz now. Boys against the girls." You're receiving some sexist instruction, so:

Hand in one FFS card.

"Pressure Point" Card Your school system has decided not to hire a female principal and a male kindergarten teacher because it "didn't seem right." You lose one FFS card due to these stereotyped hiring policies.	"Pressure Point" Card Your parents have always encouraged you to be whatever you want to be and to ignore sex role stereotypes. You're lucky. Take an FFS card.
"Pressure Point" Card Your school guidance counselor hands out career guidance information that is filled with sex role stereotypes. Hand in one FFS card.	"Pressure Point" Card Your parents have made sure that you, your brothers, and your sisters have always had nonsexist toys to play with. Take one FFS card, and your parents deserve a vote of thanks.
"Pressure Point" Card Your school has a bulletin board that lists sex-restricted job opportunities (a delivery boy; a girl Friday). Lose one FFS card--and a lot of job opportunities, too.	"Pressure Point" Card You organize a successful protest against dress codes which have different regulations for boys and girls. Collect one FFS card.
"Pressure Point" Card You have just bought a nonsexist book for your friend's birthday. Take one FFS card. (Share it with your friend.)	"Pressure Point" Card You are a female. You enroll in a Fundamentals of Mechanics course because you want to be able to fix your own car. Take one FFS card.
"Pressure Point" Card You write an article for your school newspaper entitled "Our Right to a Nonsexist Education." Take one FFS card.	"Pressure Point" Card You are a female. You decide to try out for the school's all-male swimming team. You make it! Congratulations! You earn an FFS card.

"Pressure Point" Card

At the dinner table, you share your ideas about the limitations of sex role stereotyping with your family.

Take one FFS card.

"Pressure Point" Card

You are a male. In spite of pressure from your friends, you decide to take a course in child care so that you can be a better father.

You are entitled to one FFS card.

"Pressure Point" Card

You are a male. You have just become the first boy on the school cheerleading squad. Congratulations.

Take one FFS card.

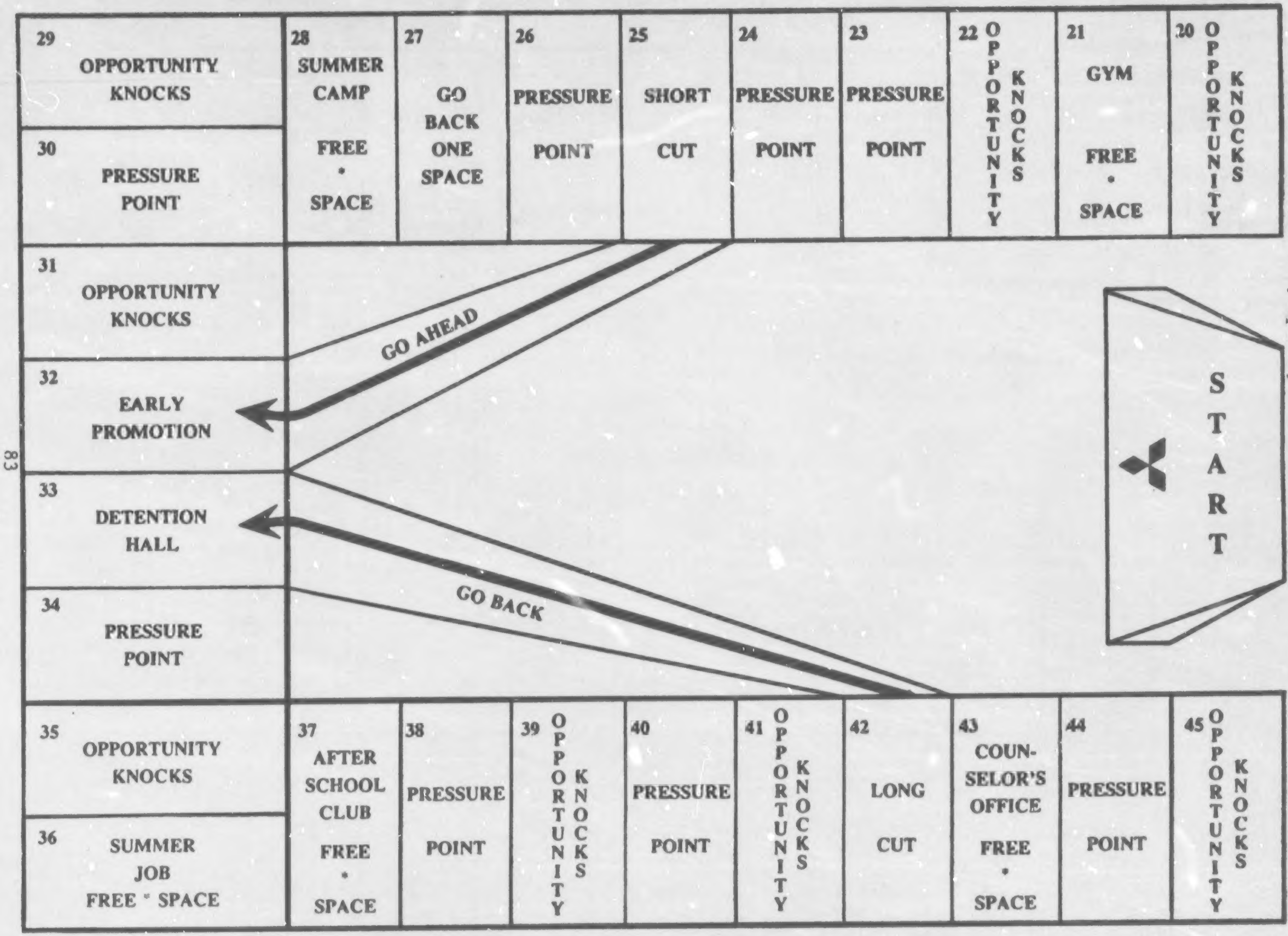
"Pressure Point" Card

You've just organized a "Career Day" with speakers involved in nonsex-typed jobs (a female doctor, a male first-grade teacher, etc.).

Take one FFS card.

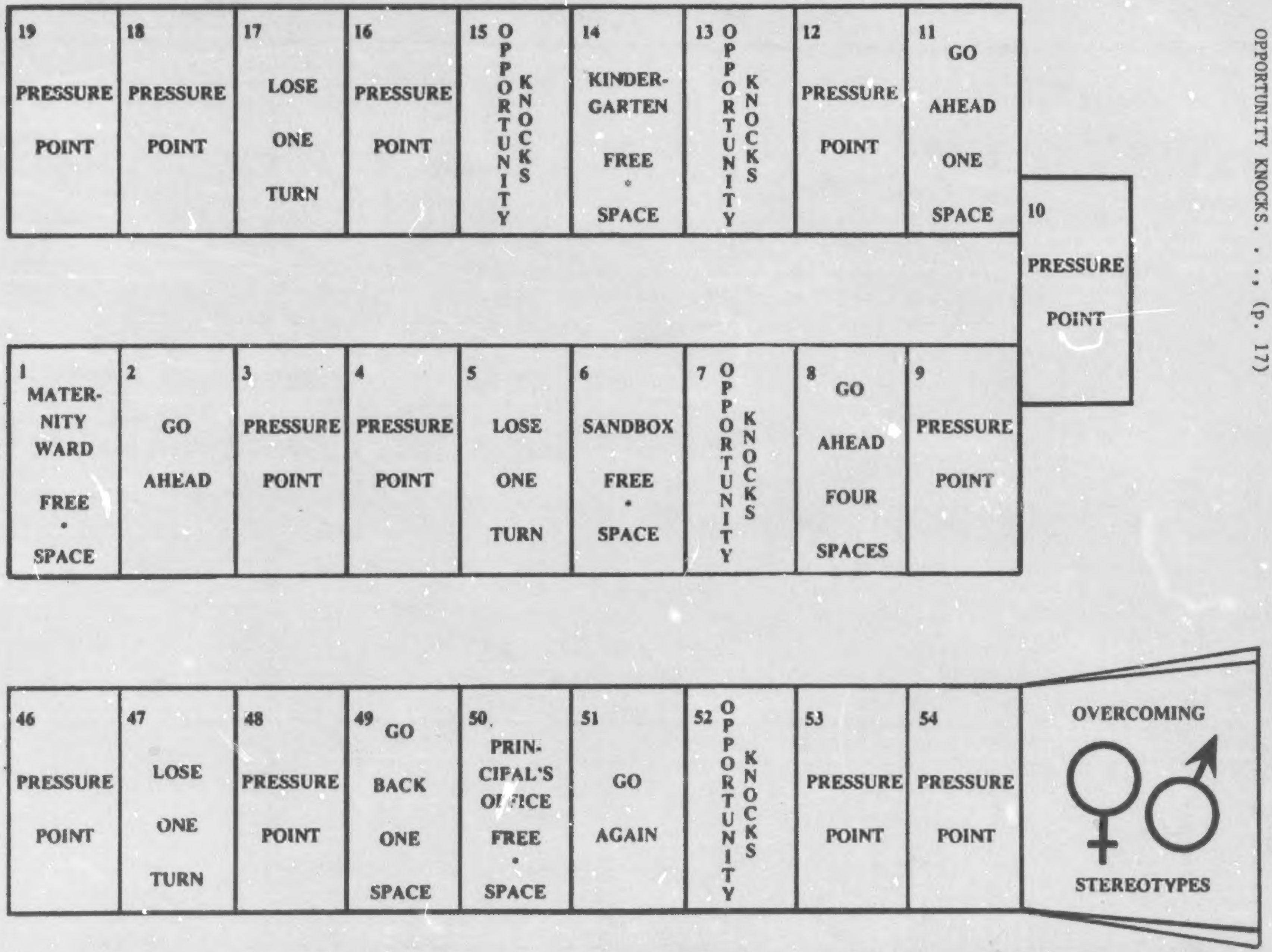
Master Copy for Learning Activity 3
OPPORTUNITY KNOCKS. . .: (p. 16)

Task Assignment Sheet PA-TNT-2


START
20 OPPORTUNITY KNOCKS
21 GYM FREE * SPACE
22 OPPORTUNITY KNOCKS
23 PRESSURE POINT
24 PRESSURE POINT
25 SHORT CUT
26 PRESSURE POINT
27 GO BACK ONE SPACE
28 SUMMER CAMP FREE * SPACE
29 OPPORTUNITY KNOCKS
30 PRESSURE POINT
31 OPPORTUNITY KNOCKS
32 EARLY PROMOTION
33 DETENTION HALL
34 PRESSURE POINT
35 OPPORTUNITY KNOCKS
36 SUMMER JOB FREE * SPACE
37 AFTER SCHOOL CLUB FREE * SPACE
38 PRESSURE POINT
39 OPPORTUNITY KNOCKS
40 PRESSURE POINT
41 OPPORTUNITY KNOCKS
42 LONG CUT
43 COUNSELOR'S OFFICE FREE * SPACE
44 PRESSURE POINT
45 OPPORTUNITY KNOCKS
GO AHEAD
GO BACK

Master Copy for Learning Activity 3
OPPORTUNITY KNOCKS. . .. (p. 17)

Task Assignment Sheet PA-TNT-2


1 MATERNITY WARD FREE • SPACE
2 GO AHEAD
3 PRESSURE POINT
4 PRESSURE POINT
5 LOSE ONE TURN
6 SANDBOX FREE • SPACE
7 OPPORTUNITY KNOCKS
8 GO AHEAD FOUR SPACES
9 PRESSURE POINT
10 PRESSURE POINT
11 GO AHEAD ONE SPACE
12 PRESSURE POINT
13 OPPORTUNITY KNOCKS
14 KINDERGARTEN FREE • SPACE
15 OPPORTUNITY KNOCKS
16 PRESSURE POINT
17 LOSE ONE TURN
18 PRESSURE POINT
19 PRESSURE POINT
46 PRESSURE POINT
47 LOSE ONE TURN
48 PRESSURE POINT
49 GO BACK ONE SPACE
50 PRINCIPAL'S OFFICE FREE • SPACE
51 GO AGAIN
52 OPPORTUNITY KNOCKS
53 PRESSURE POINT
54 PRESSURE POINT
OVERCOMING
STEREOTYPES

Master Copy for Learning Activity 4 Task Assignment Sheet PA-TNT-2

NONTRADITIONAL ROLE EXPERIENCES

1. Interview a woman who follows the traditional role of homemaker and a women who works outside the home. Compare the advantages and disadvantages each experiences. What influenced their choices to stay home and go to work?

2. Do home care tasks at your home that are usually done by your father (if you are a girl) or by your mother (if you are a boy). Prepare a written or an oral report about your experiences. Tell why you feel either sex can do these chores equally well, or why you believe chores should be separated by sex.

3. Identify people in your community who work in nontraditional jobs. Interview one, if possible.

4. Collect newspaper and magazine articles about people who work in nontraditional jobs. Make a bulletin board display.

5. Make a bulletin board about famous women to show that women, like men, have made great accomplishments and helped make the world a better place in which to live. Ask your school librarian to help you.

6. Select a time period--the 1960's, World War II, etc. Find men and women in your community who lived during that time period and interview them. Ask what kinds of jobs they held. Ask them to compare their lives then and now.

7. Read a book or a magazine article about an individual who achieved success in a nontraditional career or who enjoys a nontraditional type of recreation.

8. Read a magazine article which gives advice to working women, single parents, two-career families, or single adults.

9. Role play a wedding ceremony in which the roles of each member of the wedding party are played by a member of the opposite sex.

10. Read aloud a famous children's story or nursery rhyme, giving female names to the male characters and male names to the female characters.

CHECK-OUT ACTIVITY

TRADITIONAL AND NONTRADITIONAL ROLES

Directions: Read each of the statements listed below. Check (✓) the statements which are true.

Traditional Roles

_____ 1. Women usually return to work after starting a family.

_____ 2. Men base worth on physical strength and making a lot of money.

_____ 3. Each sex knows what is expected of male and female persons.

_____ 4. Individuals are free to try jobs and activities that are done mostly by the opositite sex.

_____ 5. Boys often wish they had been born girls.

_____ 6. Women are likely to have high paying jobs with a lot of responsibilities.

_____ 7. Men are supposed to be the sole providers for their families.

_____ 8. Fathers spend less time with the children than mothers.

_____ 9. Working women are employed mostly in secretarial, nursing, and teaching jobs.

_____ 10. Boys and girls are treated alike.

Nontraditional Roles

_____ 11. Men may stay at home and take care of the house and children while their wives work.

_____ 12. Women may work in "men's" jobs, and men may work in "women's" jobs.

_____ 13. Individuals may feel pressured to do the things that most of the people of their sex do.

_____ 14. Women tend to be dependent and shy away from success and leadership.

_____ 15. Women give up their careers for a home and family.

_____ 16. Girls may enroll in any vocational class, even when the majority of the students in the class are boys.

_____ 17. Boys may enroll in any vocational class, even when the majority of the students in the class are girls.

_____ 18. The high cost of living is one of the reasons people no longer follow traditional roles.

_____ 19. Men can establish their own homes as single parents.

_____ 20. The main reason women go to college is to find a husband.

Men's and Women's Roles Today

_____ 21. Today, there are many single parent homes.

_____ 22. Single men do not need housekeeping skills.

_____ 23. Most jobs can be done by either men or women.

_____ 24. Men may be paid less than women for the same work.

_____ 25. It is against the law to keep people out of school, classes, or jobs because of their sex.

_____ 26. The career that is best for you suits your interests, abilities, personality, values, and needs.

_____ 27. Men are better educated than women.

_____ 28. There are more men than women in the work force today.

_____ 29. Most women who work are working in traditionally male jobs.

_____ 30. There is no way women can do jobs requiring a great deal of physical strength.

CHECK-OUT ACTIVITY

TRADITIONAL AND NONTRADITIONAL ROLES

ANSWER KEY

Numbers 2, 3, 7, 8, 9, 11, 12, 13, 16, 17, 18, 19, 21, 23, 25, and 26 are correct.

Instructor's Final Checklist

COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student identified ten of the statements about traditional roles, nontraditional roles, and men's and women's roles today correctly............................	[ ]	[ ]

Instructor's Guide Sheet
Nontraditional Occupations

Task Assignment Sheet PA-TNT-3
Think Nontraditional Series

EXPLORING NONTRADITIONAL CAREERS

OBJECTIVES

(1) GIVEN a test about exploring nontraditional careers,

SELECT THE STATEMENTS THAT ARE TRUE.

YOU SHOULD select all of the statements that are true.

(2) GIVEN a series of Practical Arts Task Assignment Sheets,

SELECT AND COMPLETE A TASK WHICH IS NONTRADITIONAL FOR YOUR SEX.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist of the Task Assignment Sheet selected.

ATTITUDES AND VALUES TO BE DEVELOPED (AFFECTIVE DOMAIN):

--Students will base their career choices on their individual interests, personalities, abilities, needs, and values.

--Students will begin to develop the self-confidence and personal skills needed to cope with being in a nontraditional work environment.

CONTENTS OF TASK ASSIGNMENT SHEET

	Learning Activity Number
Instruction Sheet I FEELINGS AND RELATIONSHIPS.	3
Student Self-Check I SITUATIONS.	4
Instructor's Final Checklist EXPLORING NONTRADITIONAL CAREERS.	6

CHECK-OUT ACTIVITIES

(1) Your instructor will provide ten true or false statements describing life/work situations in nontraditional careers. Select the statements that are true.

(2) Your instructor will provide a series of Practical Arts Task Assignment Sheets. Select and complete a Task Assignment Sheet that is nontraditional for your sex.

SUPPLEMENTAL EXERCISES

CHECK-OUT ACTIVITY. 6

REFERENCE (Teacher)

Pioneering Programs in Sex Equity: A Teacher's Guide by Smith and Farris, 1980 ($6, Order No. 10180). The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, Virginia 22201. (LA 1-3)

AUDIO-VISUAL MATERIALS

Videotapes:

"TNT (Try Nontraditonal)." Available for loan in 3/4- or 1/2-inch format from Director, Unit for Sex Equity, Department of Education, 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (Note: A second TNT videotape focusing on males in nontraditional programs is being developed.) (LA 1)

"Working Equal." Developed in Arizona. Available for loan in 3/4-inch format from Director, Unit for Sex Equity, Department of Education, 20th Floor, Capital Plaza Tower, Frankfort, KY 40601. (LA 1)

Slide/Tape Presentations:

"Hey, What Are Your Plans for the Next 60 Years?" (about 15 minutes, produced by Project Open Door). Available for loan from Director, Unit for Sex Equity, Department of Education, 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (LA 1)

"Nontraditional Careers: Training and Employment Opportunities." Prepared by Dr. C. B. Stiegler, Northern Kentucky University. Available for loan from Director, Unit for Sex Equity, Department of Education 20th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. (LA 1)

EXPLORING NONTRADITIONAL CAREERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the students view the audio-visual material. OR Have the students list well-known people who work in nontraditional jobs. OR Invite males and females (nontraditional workers) to talk to the class.	VIDEOTAPES "TNT (Try Nontraditional)." OR "Working Equal." SLIDE/TAPE PRESENTATIONS "Hey, What Are Your Plans for the Next 60 Years?" OR "Nontraditional Careers: Training and Employment Opportunities."	
2	Prepare students for making nontraditional job selections by:		
	--Displaying brochures describing training programs available in local high schools, vocational schools, business schools, and community colleges.	--Brochures describing vocational training programs available locally.	
	--Listing and describing the vocational training programs available in the high school and area vocational center that the students will be attending, or have the option to attend, when they leave junior high.		
	List and describe the possibilities that the students have for career exploration in the Practical Arts or career exploration class. (List the task assignment sheets in the job	--Listing of the task assignment sheets included in the Practical Arts program or career exploration class in the school.	

EXPLORING NONTRADITIONAL CAREERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
2	clusters and the nontraditional tasks the students may learn to do in each. Ask the students to make first, second, and third choices of the nontraditional tasks they would like to accomplish. Schedule the experiences and have the students report back when they have finished.) This Learning Activity may take place anytime during the school year.		
3	After reading the Instruction Sheet, make students aware that being accepted by other workers, avoiding misleading body language, and being assertive are important to traditional workers as well as nontraditional workers. Discuss some typical situations that junior high students encounter when exploring nontraditional careers. Show students how they can begin to develop the qualities which will help them on a nontraditional job.	Instruction Sheet I, FEELING AND RELATIONSHIPS.	
4	Student Self-Check (Answers may vary.)	Student Self-Check I, SITUATIONS.	
5	Have the students share their completed statements with classmates.		

EXPLORING NONTRADITIONAL CAREERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Objective (1):		
	Provide a copy of the CHECK-OUT ACTIVITY test for each student's check-out activity. Use the ANSWER KEY to check the answers.	--Copies of the CHECK-OUT ACTIVITY, EXPLORING NONTRADITIONAL CAREERS. (A Master Copy is provided in this section.)	
	Objective (2):		
	Have the students select and complete a task assignment sheet that is nontraditional for their sex.	--A series of Practical Arts Task Assignment Sheets	
	Use the Instructor's Final Checklist to check each student's performance.	--Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of this manual and the section of the Practical Arts Instructor's Manual for the chosen task assignment sheet.)	

Master Copy for Learning Activity 6 Task Assignment Sheet PA-TNT-3

CHECK-OUT ACTIVITY

EXPLORING NONTRADITIONAL CAREERS

Directions: Check (✓) the statements that are true.

_____ 1. Traditional workers are sometimes afraid that nontraditional workers will not carry their share of the work load.

_____ 2. Knowing what to expect helps you not to be caught off guard.

_____ 3. Crying or losing your temper will help you gain the respect of other workers.

_____ 4. Being able to talk to others about things you have in common helps put them at ease, even on the job.

_____ 5. You can make others not trust you by your body language.

_____ 6. A man who displays a tough personality shows that he can take directions.

_____ 7. A limp handshake helps one to appear professional.

_____ 8. Being assertive means getting what you want, regardless of whether or not it is fair to the other person.

_____ 9. Dressing suitably helps you maintain the proper body language for work.

_____ 10. Speaking softly helps you be assertive.

CHECK-OUT ACTIVITY

EXPLORING NONTRADITIONAL CAREERS

ANSWER KEY

Numbers 1, 2, 4, 5, and 9 are true.

Instructor's Final Checklist

EXPLORING NONTRADITIONAL CAREERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student:		
(1) Identified the true statements correctly in CHECK-OUT ACTIVITY, EXPLORING NONTRADITIONAL CAREERS.	[ ]	[ ]
(2) Explored one nontraditional task by satisfactorily completing the selected Task Assignment S[illegible] according to the Instructor's Final Checklist . . .	[ ]	[ ]

Practical Arts

TNT: NONTRADITIONAL OCCUPATIONS

TASK: DEFINING MASCULINE/FEMININE

INTRODUCTION

Today, both women and men are working in occupations which once were "for men only" or "for women only." More women are working outside the home. More men are doing housework and caring for children. In this task assignment sheet, you will study the things that influence your concepts of what is masculine and what is feminine.

OBJECTIVE(S)

(1) GIVEN a matching test of terms and definitions,

MATCH THE TERMS--MASCULINE, FEMININE, STEREOTYPED, SEX BIAS, ROLE, AND SEX FAIR--WITH THE CORRECT DEFINITIONS.

YOU SHOULD match at least four correctly.

(2) GIVEN ten statements made in everyday conversations, on television, and in newspapers and magazines,

INDICATE WHETHER THE STATEMENTS ARE SEX FAIR OR SEX BIASED OR STEREOTYPED.

YOU SHOULD indicate at least eight of the ten statements correctly.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MASCULINE OR FEMININE?
   and/or
   VIEW a film, provided by your instructor, about masculine and feminine roles.
2. COMPLETE Student Self-Check I, MASCULINE OR FEMININE?
3. CHECK the qualities which you feel best describe women and men by completing the exercise, WHICH WORDS BEST DESCRIBE WHAT MEN AND WOMEN ARE LIKE? (Your instructor will provide a copy of the exercise.)
4. PRACTICE using sex fair language. ASK your instructor for a copy of the exercise, TODAY'S LANGUAGE.
5. WATCH a television program for examples of stereotyped and sex fair roles. USE the TV EQUITY--STUDY GUIDE provided by your instructor to collect your information.

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The Bureau of Vocational Education and the Office of Research and Planning
Kentucky Department of Education, Frankfort, Kentucky 40601

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or

MAKE a poster displaying magazine ads which stereotype males, ads which stereotype females, and ads which are free of stereotyping.

or

MAKE a poster of newspaper headlines and articles which use a stereotyped language and which use sex fair language.

6. ARRANGE with your instructor to complete this task assignment sheet by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

(1) Your instructor will provide a matching test of terms and definitions. Match each term with its correct definition.

(2) Your instructor will provide a list of statements made in everyday conversations, on television, and in newspapers and magazines. Indicate whether the statements are sex fair or sex biased or stereotyped.

Instruction Sheet I

MASCULINE OR FEMININE?

What Is Masculine/Feminine?

"Act like a man!"
"Be a lady!"

The dictionary defines feminine (FEM e nin) as "being female," "belonging to the female sex," and "like a woman." The dictionary defines masculine (MAS cu lin) as "mannish," "male," and "pertaining to men and boys."

Other than the physical differences of males and females, what is masculine and what is feminine is determined by the society in which we live. In some parts of the world, for example, men are expected to greet each other with an embrace. In our country, this type of greeting is more acceptable for women than for men.

Why Are There Masculine And Feminine Roles?

"When you marry, marry for good,
Make your husband chop the wood."
--Source unknown.

This old rhyme chanted by children while jumping rope divides masculine and feminine roles.

Carrying out activities--getting life's work done--requires that we share responsibilities, do our part, play a role. In the beginning, life and work roles were directly related to biological roles. Women, bearing the children, assumed the roles of child care and homemaking. Men assumed the roles of protector and provider. The skills women and men acquired and applied in carrying out their assumed roles--for example: women, gentleness; and men, strength--became known as feminine and masculine traits.

How Do You Know What Is Masculine/Feminine? What Influences Your Choices?

"Sugar and spice and all that's nice . . . ."
"Frogs and snails and puppy dogs' tails. . . ."
--Nursery rhyme.

You learn what is expected of a person of your sex from those around you. Your parents, teachers, friends, television personalities--whomever you see, wherever you go--influence your decision of how to think and act as a male or a female person.

Terms To Know

Sex stereotyped--shown as acting or being a certain way because of sex.

Sex bias--assuming that one sex is superior to or different from the other.

Sex fair--treating both sexes in the same manner.

Student Self-Check I

MASCULINE OR FEMININE?

Directions: On a separate sheet of paper, complete the following statements. When you have finished, compare your answers with the ones at the bottom of the page.

1. __________ means belonging to the female sex.
2. __________ means belonging to the male sex.
3. What men and women should be like is determined by __________.
4. Getting life's work done requires that men and women share __________.
5. __________, __________, __________, and __________ influence your decision of how you think and act as a male or female person.
6. Saying that all women are physically weak is a __________ description of women.
7. __________ is assuming that one sex is superior to the other.
8. How we go about carrying out our activities and responsibilities in life is called our life __________.

ANSWERS:

1. feminine
2. masculine
3. society
4. responsibilities
5. parents, teachers, friends, television, textbooks, magazines, words
6. stereotyped
7. sex bias
8. role

Instructor's Final Checklist

DEFINING MASCULINE/FEMININE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

Accomplished	Not Accomplished

The student:

(1) Matched at least four of the terms (masculine, feminine, stereotyped, sex bias, role, and sex fair) with the correct definitions. . . . . [ ] [ ]

(2) Indicated eight of the ten statements correctly as to whether they are sex fair or sex biased or stereotyped. . . . . [ ] [ ]

Practical Arts

TNT: NONTRADITIONAL OCCUPATIONS

TASK: COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

INTRODUCTION

Making the most of life is up to you. In today's world, people feel more free to choose activities and careers which fit their needs and personalities. They may choose to be traditional--do what is typically expected of men and women. Or, they may choose an activity or career that is nontraditional--unusual for a person of their sex. In this task assignment sheet, you will study how and why roles are changing. You will begin to think about which role--traditional or nontraditional--is for you.

OBJECTIVE(S)

GIVEN thirty statements which describe traditional and nontraditional roles,

IDENTIFY THE STATEMENTS WHICH DESCRIBE TRADITIONAL ROLES, NONTRADITIONAL ROLES, AND MEN'S AND WOMEN'S ROLES TODAY.

YOU SHOULD identify at least ten of the statements correctly.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, LIFE AND WORK ROLES TODAY.

   or

   VIEW a film, provided by your instructor, about life and work roles.

2. COMPLETE Student Self-Check I, LIFE AND WORK ROLES TODAY.

3. VIEW filmstrips, provided by your instructor, which present the positive and negative effects of both the traditional and the nontraditional roles.

   or

   PLAY the game OPPORTUNITY KNOCKS. (Your instructor will explain how to play the game.)

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4. EXPERIENCE a nontraditional role by doing a special project. ASK your teacher for a list of projects from which to choose.

5. READ Instruction Sheet II, TRADITIONAL OR NONTRADITIONAL LIFE STYLES.

6. COMPLETE Student Self-Check II, WHICH IS FOR ME--A TRADITIONAL OR NONTRADITIONAL LIFE STYLE?

7. ARRANGE with your instructor to complete this task assignment sheet by going through the CHECK-OUT ACTIVITY.

CHECK-OUT ACTIVITIES

Your instructor will provide thirty statements describing traditional roles, nontraditional roles, and men's and women's roles today. Complete the exercise.

Instruction Sheet I

LIFE AND WORK ROLES TODAY

ONCE, it could be said:

--"A woman's place is in the home."

--"A man should provide for his family."

--"Women take jobs away from men."

--"Men are better educated than women."

--"Men are not good with children."

--"Women work only for extra pocket money."

--"Women don't want responsibility on the job."

--"Men don't like women supervisors."

--"Women are absent from work more than men."

--"Women get married and quit work."

--"Mothers send their daughters to college to find a husband."

BUT, times have changed!

TODAY, we find changes:

At Work. There are about equal numbers of women and men in the world of work. In fact, there are a few more women. More than half of all the women between the ages of 18 and 64 work outside the home. Nine out of ten females can expect to work sometime in their lives.

Women and men work for the same reasons. They need to provide a home, food, and clothing for themselves and their families.

Most men and women are still working in the traditional male and female jobs. But many are beginning to seek nontraditional types of work.

In School. Both the average man and the average woman have an eleventh grade education. Both male and female students have the right to enter any vocational program.

With Home and Family. Many couples share in providing for the family. The man of the house is no longer expected to be the sole provider. Many men, as husbands of working wives and as single parents, are sharing in home and child care. Families are smaller; women no longer quit work when they marry or when they have children.

WHY should we have equal opportunities and equal responsibilities?

High Cost of Living. Many families are finding they need two incomes to pay for the cost of living. Many simply want more material things, modern conveniences, and a better standard of living. This makes it more acceptable, as well as necessary, for women to work and for men to do housework and child care. It also frees men of bearing the burden of sole provider for the family, while giving women the opportunity to use their talents outside the home.

Need for Self-Support. Today, there are many single parent homes and single adults who have their own homes. Women who are single, divorced, separated, or widowed must work to support themselves. Single men must apply housekeeping skills. Those who are single parents must, in addition, apply parenting skills.

Labor-Saving Devices. Modern conveniences, such as appliances, ready-made clothing, and easy-to-fix foods, make housework easier and less time consuming. Women have free time to explore other interests. These conveniences also enable men to spend more time with their families and take a more active part in parenting, meal preparation, and other homemaking activities they enjoy.

Changing Job Requirements. Most jobs can be done by either men or women. Machines, special equipment, and new ways of doing things help both men and women to meet physical job requirements. Aptitudes (what it takes to do jobs) are no longer based on the qualities associated with being male or female. This gives both men and women a wider range of career choices. They can better utilize their talents and choose the work that is most interesting to them. It also keeps women from being trapped into low status, low paying jobs.

Laws. Today, it is illegal for anyone to be kept out of school, classes, or jobs because of his/her sex, race, national origin, or handicap. Neither can people be treated differently or paid differently for these reasons. "Equal opportunity in education," "equal employment opportunity," and "equal work for equal pay" are watchwords of today.

Student Self-Check I

LIFE AND WORK ROLES TODAY

Directions: On a separate sheet of paper, number from 1-14. Place a check ( ) by the number if the corresponding statement is true. When you have finished, compare your answers with the ones at the bottom of the page.

_____ 1. Most women used to work just for pocket money.

_____ 2. Men can take care of the house and children as well as women.

_____ 3. Most girls will never work a day in their lives.

_____ 4. Women work for the same reasons as men.

_____ 5. Most women today work in the traditionally female jobs.

_____ 6. The average man is better educated than the average woman.

_____ 7. Both male and female students have the right to enter any vocational program.

_____ 8. Women today do not go back to work after they have children.

_____ 9. Two incomes are needed by many families today because of the high cost of living.

_____ 10. Many women work because they need to support themselves.

_____ 11. Men need to depend on women to keep the house, take care of the children, and cook the meals.

_____ 12. Women cannot do jobs which require a great deal of physical strength.

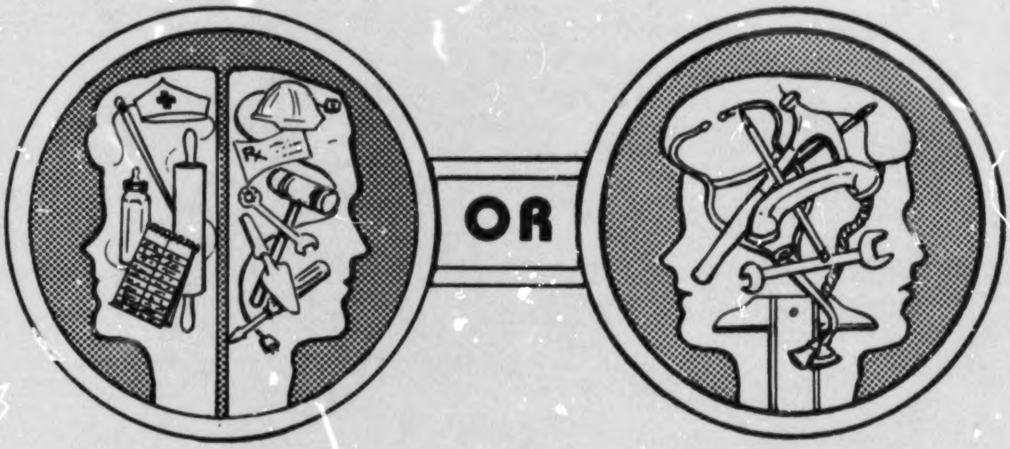
_____ 13. Aptitudes should be based on differences in sex.

_____ 14. It is legal to pay men more than women for the same kind of work.

ANSWERS: 1, 2, 4, 5, 7, 9, and 10 are true.

Instruction Sheet II

TRADITIONAL OR NONTRADITIONAL LIFE STYLES



Have you thought about what you want out of life? Have you thought about what it will take to make life the way you would like for it to be?

Some people feel that the traditional life style is best; others feel that it is too confining.

The nontraditional approach appeals to some. They feel it offers better opportunities. However, some people feel it conflicts too much with what they believe about men's and women's responsibilities.

Which is best for you? Which will offer you the family life, activities, and career that best suits your interests, abilities, personality, values, and needs? The choice is yours!

The positive (+) features and negative (-) features of the traditional and nontraditional life styles are outlined on the next three pages. As you read each advantage or positive feature and each disadvantage or negative feature, you will realize whether a particular feature is an advantage or a disadvantage depending upon what you value most in life.

Traditional	Nontraditional
In general	**In general**
+ Each sex knows what is expected of male and female persons.	+ Each person, regardless of sex, is free to be the kind of person he or she want to be.
- Individuals may feel frustrated and insecure when unable to live up to what is expected.	- Individuals may feel guilty or pressured because they are not doing what is traditionally expected of a person of the same sex.
- Individuals are not free to try jobs and activities that are done mostly by the opposite sex.	- Individuals who enroll in classes, take jobs, or do activities where the majority is made up of members of the opposite sex may be made to feel not wanted and allowed only limited participation.
Sense of worth	**Sense of worth**
- Both sexes feel that maleness and male activities are worth more.	+ Both sexes realize that each may make different and similar contributions toward a better way of life.
- Recognition is given to famous men. The achievements of women are mentioned as supporters to men, described as working behind the scenes, mentioned infrequently, or not at all.	+ Women are recognized for their accomplishments in their own right. - Men may view successful women as agressive and not feminine.
- Women tend to be dependent and shy away from being self-sufficient.	+ Women can make a living for themselves and their families.
- Men who are not physically strong or making a lot of money feel inferior.	+ Men are beginning to place importance and value on other characteristics, such as being able to express emotions, tenderness, and being a good parent.
- Women shy away from success and leadership roles. They are thought not capable of managing or supervising.	+ Women serve in leadership roles and as managers and supervisors.
- Women are passive and give up personal goals and interests for the family.	+ Women set career and personal goals.
- Girls often wish they had been born boys.	- Men may feel inferior to women, expecially to wives who make more money.

Traditional	Nontraditional
Work	Work
- Women have a limited number of career choices. Men shy away from "feminine" jobs although there are job openings, and they could do the work and enjoy it.	+ Both women and men are free to pursue all types of jobs, even those not typical for members of their sex. This provides more possibilities for finding interesting jobs and job openings.
- Women are confined to low paying, low status jobs.	+ Better incomes are available to women and their families, because women must be given equal pay for equal work. Women may also pursue higher level jobs with responsibilities equal to men. They also have the same rights to promotions and benefits as men.
- Men are pressured to work at jobs which pay the most money rather than choose jobs which are the most interesting. They also feel the need to work two jobs and long hours to provide family income. They are subject to heart attacks and poor health because of striving to compete, financial burdens, and keeping fears to themselves.	+ Men are relieved of the burden of being the sole providers for their families. Shared financial responsibilities gives them options for leisure and early retirement. It also frees them to enjoy parenting rather than being "weekend" fathers.
Families	Families
+ The family has someone whose sole responsibility is its personal care--home maintenance, home management, and rearing of children.	+ The responsibility for home and children is shared.
- Fathers do not get to spend much time with their children.	+ Children benefit from more contact with their fathers and men's interest in parenting.
- Mothers give up their personal interests and thoughts for a career for family needs.	+ Mothers may enjoy a career and outside interests, and the children may be enriched by the mother's experiences outside the home.
+ No need to arrange for child care. Family values are taught and child care is the kind the family desires.	- Sometimes good babysitters are hard to find. They are also expensive. The children are exposed to more than one set of values.

Traditional	Nontraditional
School	School
- Boys tend to have trouble with reading because they view it as a feminine activity.	+ Both boys and girls have an equal opportunity in getting an education. All vocational courses are open to both.
- Boys "act up" because they think it is masculine not to care what the teacher thinks. Teachers tend to discipline them more frequently and more harshly.	+ Both boys and girls are expected to pursue an education and training for a career that is compatible with their interests and abilities.
- Girls are not encouraged to make good grades, to go to college, or to do anything with their education. They are expected to concentrate on courses in homemaking, secretarial training, and other courses "for girls only."	+ No difference is to be made in the treatment of boys and girls. Both are to be recruited for programs, admitted to programs, expected to meet the same requirements, given the financial aid, etc., on an equal basis.

What do you value most? What gives you a sense of worth? What part will work play in your life? What do you want for yourself and your family? Which is for you--traditional or nontraditional, or some features from both?

Student Self-Check II

WHICH IS FOR ME--A TRADITIONAL OR NONTRADITIONAL LIFE STYLE?

Directions: On a separate sheet of paper, write a response to the question, "Which is for me--a traditional or nontraditional life style or a combination of the two?" Read your response to a classmate or the class. Discuss whether or not the choice is sound for you.

Instructor's Final Checklist

COMPARING TRADITIONAL AND NONTRADITIONAL ROLES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student identified ten of the statements about traditional roles, nontraditional roles, and men's and women's roles today correctly..............................	[ ]	[ ]

117

Task Assignment Sheet PA-TNT-3
Think Nontraditional Series

Practical Arts

TNT: NONTRADITIONAL OCCUPATIONS

TASK: EXPLORING NONTRADITIONAL CAREERS

INTRODUCTION

A nontraditional job may offer higher pay, a better chance to use your skills and abilities, more interesting and satisfying work, greater home and family enjoyment, or a chance for a job when jobs are scarce. In this task assignment sheet, you will get a chance to experience what working in a nontraditional job is like.

OBJECTIVE(S)

(1) GIVEN a test about exploring nontraditional careers,

SELECT THE STATEMENTS THAT ARE TRUE.

YOU SHOULD select all of the statements that are true.

(2) GIVEN a series of Practical Arts Task Assignment Sheets,

SELECT AND COMPLETE A TASK WHICH IS NONTRADITIONAL FOR YOUR SEX.

YOUR PERFORMANCE will be rated in accordance with the Instructor's Final Checklist of the Task Assignment Sheet selected.

LEARNING ACTIVITIES

1. VIEW a videotape or slide/tape presentation which describes nontraditional occupations. ASK your instructor for the audio-visual material(s) to use.

   or

   LIST well-known people who work in nontraditional jobs. SHARE your list with classmates.

   or

   LISTEN to a man and a woman, who hold nontraditional jobs, talk about their work.

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2. SELECT and TRY OUT nontraditional jobs as a part of your career exploration. (Your instructor will provide more information about this activity.)

3. READ Instruction Sheet I, FEELINGS AND RELATIONSHIPS,

and

IDENTIFY situations in which nontraditional workers sometimes find themselves. DISCUSS possible ways to handle or cope with the situations.

4. COMPLETE Student Self-Check I, SITUATIONS.

5. FINISH the following statement on a separate sheet of paper: "Now that I have tried the work of

a ____,
(name of job explored)

I ________________ work in a nontraditional job
(would or would not)

because ____________________________________

____."

6. ARRANGE with your instructor to complete this task assignment sheet by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

(1) Your instructor will provide ten true or false statements describing life/work situations in nontraditional careers. Select the statements that are true.

(2) Your instructor will provide a series of Practical Arts Task Assignment Sheets. Select and complete a Task Assignment Sheet that is nontraditional for your sex.

Instruction Sheet I

FEELINGS AND RELATIONSHIPS

How do you feel about being a woman in a man's world or a man in a woman's world? Would you feel awkward? Would you be able to put others at ease? Are you afraid of being teased? Sometimes workers who have jobs where most of the other workers are of the other sex must cope with being different. Knowing what to expect will help you not to be caught off guard. It will also help you put others at ease and help you succeed. Most of the pointers for success in nontraditional careers apply to traditional workers in traditional jobs, too.

Being Accepted by the Traditional Workers

Traditional workers sometimes have trouble accepting a member of the opposite sex in their group. They are afraid the newcomer will take their jobs, won't be able to carry their share of the load, will get special attention, will cause accidents, or will cause more work.

Women may feel that the job is no longer glamorous, when men can do it. Men may lose the pride of doing a man-sized job, when women start working side by side. Men may be afraid of women's tears. Women may be afraid of making men angry or may think that men are angry when they are tired, unhappy, or afraid.

The old beliefs about what men should do and what women should do may create feelings that the nontraditional person shouldn't be there. In addition, some workers may feel that they are victims of reverse discrimination. They may have wanted the job which the new worker obtained and feel that if they had been of the "right" sex the job would have been theirs. Or, they may express a lack of confidence in the new person's ability: "She got the job only because she is a woman," or "He got the job only because he is a man."

What can you do to earn their respect and put them at ease?

1. Do your best to make friends. Find out what you have in common--sports, family, hobbies--to talk about.

2. Try not to lose your temper. Don't back down, run away, cry, or give up.

3. Take your problems to your supervisor without being a tattletale.
4. Show that you can do the work, and do your part.
5. Practice good humor.
6. Be assertive. Treat everyone with dignity, respect, and courtesy.

Avoiding Misleading Body Language

Sometimes women appear "sexy" or "ladylike" and men appear "tough" or "macho" without being conscious of how they appear to others. These impressions may make others mistrust them or doubt they can do a job well. A girl who appears timid may be judged unable to face angry customers. A girl who appears sexy may get a job but not a promotion. A boy who appears tough may be judged a troublemaker or unable to take directions.

A good pointer for both sexes to follow in order to keep from being misunderstood is to be professional. This means being responsible and keeping your mind on your work. Standing straight, shaking hands firmly, looking others in the eye, smiling sincerely, sitting in a relaxed (not sloppy) manner, and wearing clothing suitable for the job will help.

Being Assertive

Being assertive means "standing up for yourself," "taking your part," "getting what is rightfully yours," without violating the rights of others. It is a plus quality for success for those who enter nontraditional jobs. How assertive are you? If you answer yes to the questions below, you need to work on being assertive in those situations.

1. When someone is explaining something you do not understand, do you keep quiet and not ask questions?
2. Do people have trouble hearing you when you speak?
3. Do you look others in the eye when talking to them?
4. When asked what you would like to do, do you often answer "I don't care," or "Whatever you want"?
5. When people are talking in class and you can't hear what the teacher is saying, do you wait for the teacher to tell them to keep quiet?

Student Self-Check I

SITUATIONS

Directions: Answer the questions below on a separate sheet of paper. When you have finished, compare your answers with the ones on the next page.

1. List four fears that traditional workers have about nontraditional workers.

2. List five of the six suggestions for putting others at ease and gaining their respect.

3. Give four suggestions which will help you to avoid misleading body language.

4. List four ways one can be assertive.

Answer Key: Answers may vary.

1. The newcomer:

   --will take their jobs.
   --won't carry their share of the load.
   --will cause more work.
   --will make the job less glamorous or manly.
   --can't handle a man's anger or a woman's tears.

2. --Try to make friends.
   --Try not to lose temper, back down, run away, cry, or give up.
   --Tell supervisor.
   --Do your part.
   --Practice good humor.
   --Be assertive.

3. --Be professional.
   --Stand straight.
   --Shake hands firmly.
   --Look others in the eye.
   --Wear suitable clothing.
   --Smile sincerely.
   --Sit in a relaxed manner.

4. --Ask questions.
   --Look others in the eye when talking to them.
   --Say what you like and want to do.
   --Speak so that others can hear you.

Instructor's Final Checklist

EXPLORING NONTRADITIONAL CAREERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student:

	Accomplished	Not Accomplished
(1) Identified the true statements correctly in CHECK-OUT ACTIVITY, EXPLORING NONTRADITIONAL CAREERS.	☐	☐
(2) Explored one nontraditional task by satisfactorily completing the selected Task Assignment Sheet according to the Instructor's Final Checklist . . .	☐	☐